PEACE CORPS Volunteer

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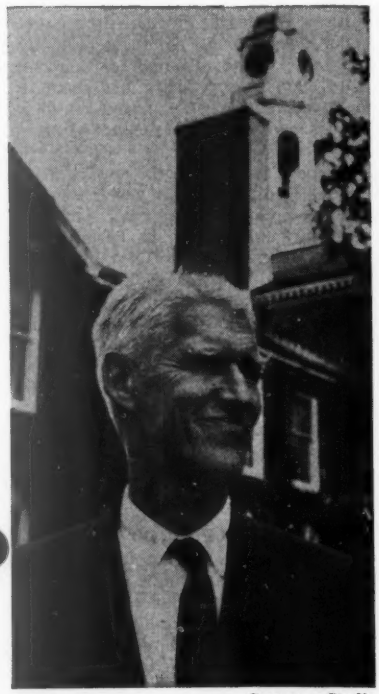


Swenson Studio

William G. Saltonstall

W.G.Saltonstall To Head Corps In Nigeria

William G. Saltonstall, principal of Phillips Exeter Academy, Exeter, N.H., a leading boys' preparatory school, has been appointed Director of the Peace Corps in Nigeria.

Nigeria is the largest Peace Corps program in Africa, with 295 high-school and university teachers. The government of Nigeria has requested additional Volunteers to raise the total to 500 by October.

In announcing the appointment, Peace Corps Director Sargent Shriver described

(Continued on page 5)

Volunteers Are Free to Travel After Completing Service

Plans and policies for the termination of Volunteers completing Peace Corps service have recently been announced by Director Sargent Shriver. By summer, the first Volunteers will have finished their two years' service.

Volunteers will be separated from the Peace Corps in their host countries at the end of their terms of service. Most will terminate approximately two years from the beginning of training. Terms for some may be shorter or longer, depending on school systems or other job demands.

Volunteers who complete their term of service will not be required to return directly to the United States. Shriver acknowledged the desire of most Volunteers to tour other countries before returning home, and he endorsed such travel as educational and as a fitting climax to successful Peace Corps service.

Volunteers terminating this summer will receive cash to cover tourist-class air fare from the host country to their homes in the United States. Any additional travel expenses must be covered by individual Volunteers.

Up to one-third of accrued termination payment ($75 per month of service) may be obtained abroad at the time of separation. The remaining two-thirds will be given to the Volunteers when they return to the United States.

The termination payment is intended by Congress and by the Peace Corps as a readjustment allowance mainly for Volunteers' use in continuing their education or career interests upon their return.

A Volunteer who has accumulated leave may request to take it at the end of his service, and thus depart before the project termination date if his job has been completed.

Decisions on early terminations will be based on the contribution the Volunteer might make by remaining the extra time as against whatever personal advantages he might derive by departing early.

In announcing that Volunteers are free to make post-Peace Corps travel plans, Shriver reminded them that one of the purposes of the Peace Corps act is "to help promote a better understanding of other peoples on the part of the American people."

Shriver pointed out that Volunteers will fulfill their total responsibility to the country only when they bring their experiences back to "the myriad communities of America [which] can only benefit from your return to them."

Netherlands Forms Corps For Volunteer Service

The formation of a Dutch volunteer service similar to the Peace Corps was announced recently in the Netherlands by Foreign Minister Josef Luns.

"The cabinet has decided to establish a volunteer corps for young Dutch men and women who want to spend two years of their lives to give aid to underdeveloped areas," Luns said.

The government hopes to send yearly 100 volunteers, 25 to 32 years old, to Africa, Latin America, and Asia. The first 50 will go to Africa, Luns said.

Dutch volunteers will serve for two-year terms.

Blind Volunteer Goes Into Service

A request from the Dominican Republic for a teacher of Braille and of skills for the blind has led to the assignment there of the first blind Peace Corps Volunteer.

Marilyn Brandt, 23, of San Antonio, Tex., arrived at Santo Domingo, the capital, in late February to take her place on the faculty of a small, government-run, coeducational school for blind youth.

Miss Brandt has a B.S. from Southwest Texas College, where she was a member of the student senate and of several honor societies. She earned a teaching certificate and began work on a master's degree last fall before entering Peace Corps training.

Reston Says Only Peace Corps Surpasses Hopes, Claims of Kennedy Administration

The following column by James Reston, chief of the Washington bureau of the New York *Times*, was printed in the *Time's* western edition.

By James Reston

Of all the agencies of the Federal Government, only the Peace Corps has surpassed the hopes and claims of the Kennedy Administration.

This youngest of the Washington Bureaus, now going into its third year, has managed somehow to develop the spirit of innovation that was supposed to inspire the whole Government when President Kennedy took over.

Probably because it is young and uncontaminated by an established bureaucracy, it is still pioneering in the world, winning praise overseas and even on Capitol Hill, and continuing to attract some of the most able people in the nation.

Its latest and most distinguished recruit is William G. Saltonstall, a New Hampshire Republican, who has been principal of Phillips Exeter Academy for the last 17 years and has just resigned at 57 to head the Peace Corps in Nigeria.

Washington tends to be slightly cynical about most of President Kennedy's Republican appointees in other agencies. It notes, for example, that Republicans have been appointed to several jobs of maximum political vulnerability, where they can help shield the President from partisan attack.

For example, John McCone heads the C.I.A., where he is a key figure in Cuba policy; Douglas Dillon is Secretary of the Treasury and William McChesney Martin heads the Federal Reserve Board, where they are key figures in economic and fiscal policy; former Secretary of State Christian A. Herter is in charge of negotiating the controversial trade policy; and Secretary of Defense McNamara is holding a tight rein on the military chiefs at the Pentagon.

The Peace Corps, however, has avoided political criticism, and despite Saltonstall's support of Gov. Nelson Rockefeller in the early weeks of the 1960 Presidential campaign, nobody is suggesting that there was any political motive in his retirement from one of the most distinguished private academies in the nation to accept the arduous job of directing 300 Peace Corps volunteers in Nigeria.

Like many others, he was attracted by the work and spirit of the corps and by the feeling that there was a useful job to be done, and this seems to be the special quality the corps has developed.

A year ago, there were 698 Peace Corps volunteers working in 12 countries overseas, most of them as teachers; today, at the request of the nations concerned, there are 3,965 volunteers serving in 41 countries—and this will increase to nearly 9,000 by the end of 1963, about 4,000 of them in Latin America.

Most of these are young men and women in their twenties, just out of college, motivated by service and adventure. They symbolize a kind of protest of the postwar generation against the theory that American youth is seeking material security more than anything else.

Part of the appeal of their jobs is that they are desperately needed, and are given responsibility without long years of training. They will be out and most of them will be broke after a couple of years in the corps, but hopefully, the success of the corps probably means that they will be valuable to other private and government institutions when they come back home.

Elsewhere in the Federal departments under Kennedy the record is more disappointing. The old-line departments, State and Treasury, have not generated the exuberant spirit expected of them, though there are notable exceptions from both places.

Kennedy's ambassadorial appointments, for example, have been well above the average. Foreign Service officers are now heading the embassies in Paris, Rome, Bonn, Moscow, Brussels, and Madrid. And the ambassadors in London, New Delhi, and Tokyo, though not Foreign Service officers, have done a distinguished professional job.

The Defense and Justice Departments, the Federal Communications Commission, the Federal Aviation Agency, and in fact most of the regulatory agencies, have improved considerably under Kennedy, but the Peace Corps stands above the rest as something new and vigorous that has maanged to avoid the pessimism of intractable problems.

This has been some consolation to the President at a difficult time. Wherever he looks today—in the alliance, in economic and fiscal policy, in education, in fact, in almost every field he hoped to conquer when he entered the White House—the defense seems stronger than the offensive spirit he has been able to generate.

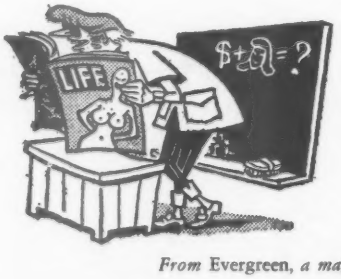
But not at the Peace Corps. Here the enthusiasm of the early days of the Administration is sustained, and even Barry Goldwater, one of its original critics, has apparently been won over.

Another Opinion

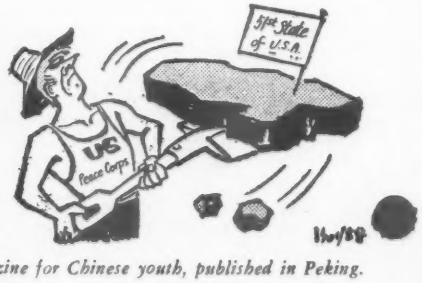
U.S. "Peace Corps" offers "help" in...

Grafting

Elimination of illiteracy



Soil amelioration



From Evergreen, *a magazine for Chinese youth, published in Peking.*

Philip Maggard

Nancy Boyd

2 Volunteers Die in Crash In Philippines

Two Peace Corps Volunteers were among 27 persons killed Mar. 2 in the crash of a Philippine airliner on Mindanao Island.

They were Nancy Ann Boyd, 20, of Martinez, Cal., and Philip W. Maggard, 22, of Buffalo, Wyo. Both were serving as elementary teachers on Mindanao.

They had trained last summer at San Jose (Cal.) State College and had been in the Philippines since September.

Miss Boyd graduated from Alhambra Union High School, where she was a member of the student council. She attended the University of California at Santa Barbara, where she majored in history. She was the daughter of Mr. and Mrs. Paul C. Boyd of Martinez.

Maggard attended the University of the South, Sewanee, Tenn., and the University of Wyoming. He had planned to become an Episcopal priest after his Peace Corps service. He was the son of Mr. and Mrs. J. Merida Maggard of Buffalo.

In tribute to the Volunteers, Peace Corps Director Sargent Shriver said: "Nancy and Phil were both outstanding Volunteers who were performing a valuable service to their country and to the Philippines."

Philippine Ambassador Amelito Mutuc called the deaths "a great and irreparable loss, not only to their parents, their country, and the Peace Corps but also to the townspeople among whom they worked and to the people of the Philippines, for whom they dedicated their time, energy, and youthful ideals."

The deaths bring to six the number of Volunteers who have lost their lives in Peace Corps service.

The following is an editorial printed in the New York *Post* on Mar. 5, 1963.

The Casualties of Peace

In the beginning the cynics laughed at the Peace Corps (as they are now deriding President Kennedy's proposals for a Youth Conservation and Home Town Corps).

They called it a draft-dodge and other bad names, and they smugly predicted that the idea would be swiftly discredited.

They were wrong. In a matter of months the young, conscientious Americans who enlisted in the corps were writing an impressive, exciting record of selfless, purposeful service. Even some of the harshest Congressional critics of the program lowered their voices. From many corners of the world came reports of the effective work it was doing in the war against illiteracy, inequity and sickness.

And there also came stories of sacrifice above and beyond. The latest is the news of the death of Nancy Boyd, 20, and Philip Maggard, 22, in the crash of a Philippine plane. Assigned by the Peace Corps as village teachers on Mindanao, they were clearly motivated by larger purposes than private pleasures and personal gain as they took their final flight.

They are two more casualties in the battle for peace; they deserve the gratitude of the country no less than those who have perished on battlefields.

The most moving and memorable epitaph was spoken by the grieving father of Nancy Boyd:

"I said to my wife this morning: 'So many citizens have lost their children to wars, but we lost our daughter to something far more worthwhile. That is peace.' We feel her sacrifice was worthwhile."

Could there by any higher tribute to the Peace Corps?

Foreign Service Puts Off Language Prerequisite

Candidates for the U.S. Foreign Service will not be subject to a new language requirement as announced earlier.

The State Department has postponed its intention to make written and spoken proficiency in a foreign language prerequisite for Foreign Service application after July 1.

An article reporting the intended requirement was published in the January VOLUNTEER.

The postponement follows a survey made among 500 American colleges and universities. It revealed that nation-wide resources in language learning must be strengthened before college graduates can offer sufficient language ability to meet such a requirement.

If the planned-for requirement were to go into effect at this time, otherwise highly qualified candidates would be eliminated, the State Department said.

In the meantime, a salary differential will be paid to new Foreign Service officers who are at the time of appointment fluent in a foreign language. This program will take effect July 1.

In-service language programs will be continued, the department said.

HOME-FRONT HELPERS are these Washingtonians who responded to a newspaper appeal for volunteer help to assist in answering the 6000 inquiries which pour into the Peace Corps weekly. They are George Frazier (left), Mrs. Alice Cripps, Mrs. Edith Peters, Richard Alger (79-year-old retired architect), Mrs. Dorothy Singleterry. Not shown are Carolyn Ballmann, Mrs. Mary Herget, and Claudia Williams, workers who were not available at picture-taking time.

UPSIDE-DOWN CAKE is the lesson in home-economics class at a school in Belize, British Honduras. Volunteer Julia Brown (left) of Bryantown, Md., also teaches literature and science.

PEACE CORPS AROUND THE WORLD

OVERSEAS	
Afghanistan	9
Bolivia	70
Brazil	142
British Honduras	32
Cameroon	40
Ceylon	38
Chile	100
Colombia	218
Costa Rica	25
Cyprus	23
Dominican Republic	136
Ecuador	162
El Salvador	23
Ethiopia	278
Ghana	114
Honduras	25
India	74
Ivory Coast	52
Iran	43
Jamaica	33
Liberia	89
Malaya	114
Morocco	56
Nepal	69
Niger	16
Nigeria	298
N. Borneo/Sarawak	60
Nyasaland	42
Pakistan	149
Peru	198
Philippines	630
St. Lucia	14
Senegal	33
Sierra Leone	124
Somalia	42
Tanganyika	62
Thailand	139
Togo	45
Tunisia	61
Turkey	39
Venezuela	91

TRAINING	
Bolivia	47
Colombia	103
Costa Rica	1
Dominican Republic	17
Gabon	48
Ghana	26
Guatemala	35
India	71
Indonesia	20
Liberia	56
Malaya	78
N. Borneo/Sarawak	54
Pakistan	2
Panama	49
Peru	193
Philippines	3
Thailand	113
Tunisia	51
TOTAL IN TRAINING	**1,001**
TOTAL OVERSEAS	**4,008**
GRAND TOTAL	**5,009**

Figures as of Mar. 1, 1963

Homecoming Volunteers Called A New Resource

Representatives of more than a hundred universities met in February at Georgetown University in Washington to discuss the educational plans of Volunteers returning to this country this summer and in the coming years.

The meeting was sponsored by the American Council on Education.

One speaker, Ralph Smuckler, associate dean of international programs at Michigan State University, noted that universities are "internationalizing" academic programs through broader area-studies, language, and research programs.

The returning Volunteer can, he said, contribute to universities increasing their emphasis in international studies.

As graduate students, as future teachers, as future professors, as a new kind of stimulant to faculties in the social sciences and professional fields, the returning Volunteer represents a resource that higher education should not overlook, he said.

Almost 70 per cent of the Volunteers who will return this year have indicated plans to continue their education.

Volunteer Saves Young Peruvian

Volunteer Walter Jackson of Pittsburgh, Pa., recently rescued an 18-year-old Peruvian photographer who was drowning.

At a beach near Camana, Peru, Jackson saw the young man floating face downward about 200 feet from shore. He fought undertow and surf to swim out and tow him toward the beach. With the help of a companion, Volunteer John James of Hickory, N.C., and other rescuers, Jackson managed to pull the unconscious victim ashore.

Jackson administered artificial respiration for 15 minutes before the photographer revived.

Off-Time Study Credit

Volunteers teaching in Cameroon are taking advantage of an arrangement offered by Ohio University, co-administrator of the Peace Corps project there.

The arrangement allows academically qualified Volunteers up to 12 semester hours of undergraduate credit for approved off-time study done during their two years abroad.

Of the 40 Volunteers in Cameroon, 13 have registered for undergraduate correspondence courses, 11 for graduate courses, and six for courses leading to teacher certification.

Jamaica Volunteer Afloat in Caribbean Maps

Volunteer Marvin Smith, of Monterey Park, Cal., has a bachelor's degree in geography from the University of California at Los Angeles and a master's degree in library science from the University of Southern California. In Jamaica, he is one of 34 Volunteers, most of whom are in teaching or in youth work.

By Marvin Smith

The national role of the Institute of Jamaica in the capital city of Kingston really became clearly defined only last August, when this country became independent. Like Washington's Smithsonian Institution—but on a smaller scale—the Institute is a depository of Jamaica's social, political, and cultural history; science, art, and even folk music. A few of its important features are a museum (which contains plant and animal exhibits, Arawak Indian relics, African arts, and, perhaps, most interesting are the items used for dealing with slaves: shackles, form-fitting cages, branding irons, man-traps), an art school, a zoo, and two centers for children's cultural activities.

In its library collections the Institute has three distinct areas for public information: a general lending library, a science library, and the West India Reference Library, to which I am attached.

My job? Classifying and cataloguing of several thousand maps and an unknown number of prints. The task was mountainous because the collection had been placed into drawers, in no specific order, beginning somewhere about 1897. An earthquake, which devastated Kingston in 1907, did some rearranging, but it wasn't much help.

Insects, weather, improper housing and care, unsympathetic clerks, eager yet careless readers and researchers had all taken a heavy toll of this valuable collection. Salvage was the first step. Then I had to decide on a classification scheme, adapt it to the needs of collection, write a procedures manual (so I could remember what I was supposed to do), find an assistant, and begin cataloguing.

As I look back, I wonder how I could have labored over so many simple details of organization; but I guess first steps are always difficult. Of course, this is not to say that all my problems have disappeared; but I am now more able to cope with them.

One basic difficulty I encounter is the dating of old maps, and in many cases simply identifying printer or mapmaker is a trying procedure. Most of the Institute's maps are single-sheet maps; this generally means that they have been detached from some ancient volume by an ambitious bookseller to sell separately. Therefore, I must use bibliographic sources and track down a map by page number, printer, date, or whatever clue

Volunteer Marvin Smith

presents itself. When someone has carefully removed all traces of identification, what do you do? I still am seeking an answer.

The institute has 16th and 17th century maps by Mercator, Visscher, Speed, Ortelius, and Bleau—all giants in the world of mapmaking. One of the earliest maps in the collection is by Abraham Ortelius: "*Culiacanae, Americae regionis, descriptio* * * * Hispaniolae, Cubae * * *," (Latin edition of 1579) from *Theatrum Orbis Terrarum*, or *Atlas of the Whole World*. The publication of the atlas from which this map came marked an epoch in the history of cartography. It was the first uniformly sized, systematic collection of maps of the countries of the world based only on contemporary knowledge since the days of Ptolemy, and in that sense has been called the first modern atlas.

The Caribbean was important to the early development of the United States and was extensively mapped. For many years the struggles for power of France, Spain, and England in the New World were waged here. Pirates, treasure, sugar, rum, and slaves were strong forces in Jamaica's history. Jamaica shares a romantic intimacy with men such as Columbus, Lord Nelson, pirate Captain Henry Morgan, Captain Bligh, and Alexander Hamilton (born in the West Indies) as part of its heritage.

Freedom came to the slaves of Jamaica almost 30 years before it came about in the United States. Slowly and surely the people proved capable of governing themselves; the result of their patient but successful struggle came last year with independence from British rule.

At the Institute's art school—the Jamaica School of Art and Crafts— I am a teacher of art history one hour a week, and a student two evenings a week.

In my spare time I am compiling a bibliography for the maps at the Institute, cataloguing a collection of art books for the Jamaica School of Art and Crafts, and learning to play rugby.

From time to time I ask myself a question which many Volunteers have asked: "What am I doing living and working with middle-class people who are not very dissimilar from those at home?"

I am beginning to see that I am creating an image for myself, for my profession, for the Peace Corps and more important, for the country I represent. I am sure there are capable people here who could do my job. But by pitching in and doing it with them, I am gaining an intimate knowledge of situations foreign to me. Understandings based upon associations of this kind seem to me to be pretty sound.

Saltonstall to Head Corps in Nigeria

(Continued from page 1)

Saltonstall as "one of the ablest educators in America."

"He brings to the Peace Corps a distinguished career in education and an outstanding reputation as a dynamic administrator, teacher, and leader," Shriver said.

Saltonstall has since 1945 been principal of Exeter, which has an enrollment of about 775. He joined the faculty in 1932 and taught until World War II. He served as a naval officer, leaving service as a lieutenant commander.

He himself had graduated from Exeter and then gone on to Harvard, where he graduated in 1928. In 1931 he was awarded a master's degree in history by Harvard.

Saltonstall has been president of the New England Assn. of Colleges and Secondary Schools and a member of the executive committee of the American Council on Education. He is a member of the Board of Overseers at Harvard, one of nine institutions which have awarded him honorary degrees.

Saltonstall was an original member of the selection committee of the General Motors Scholarship Program, and in 1956 was chairman. He was appointed by President Eisenhower to the Board of Visitors of the U.S. Naval Academy, and in 1959 was chairman.

He is a second cousin of U.S. Senator Leverett Saltonstall (R., Mass.).

In the Peace Corps post in Nigeria, Saltonstall, 57, succeeds Samuel D. Proctor, now serving as Associate Director for Peace Corps Volunteers in the headquarters at Washington.

Saltonstall's resignation from Exeter takes effect in June.

PLANNING FOR PLANTING, Guy Priest of Raymond, Wash., a teacher at Medrasu Melayu Secondary School in Kuching, Sarawak, works with students in extracurricular gardening project.

'Tools for Freedom' Invites Requests From Volunteers

An organization which provides used machine tools, typewriters, and sewing machines free to training institutions in developing countries is willing to consider requests from Peace Corps Volunteers.

Tools for Freedom, originally called TECHNICO, primarily serves secondary schools which have facilities to keep machinery in good repair.

American businesses, universities, and community groups volunteer to collect and crate requested machinery. Tools for Freedom usually can arrange free overseas shipment. The receiving institution, however, is responsible for in-country transportation costs.

Tools for Freedom has already sent more than 200 tons of usable equipment to countries in Asia, Africa, and Latin America. Machine and hand tools, such as lathes, milling machines, drill presses, typewriters, and sewing machines, are most readily available. Tools for Freedom does not handle requests for agricultural equipment or for funds.

Tools for Freedom cannot guarantee to fill requests, nor can it promise great speed in deliveries. Shipping must often await available cargo space.

If Tools for Freedom can accommodate the request, the receiving institution must submit evidence from the proper government authority to show that equipment may be imported duty free; otherwise the institution must agree to pay import fees.

Volunteers should consult Peace Corps Representatives before requesting any shipments.

Address: Tools for Freedom, 345 E. 47th St., New York 17, N. Y.

Manuals Available In Latin Languages

Many Volunteers in Latin America have requested material in elementary Spanish (or Portuguese) in every field from nutrition to latrine construction, from sheep-raising to home gardening.

Two good sources for this material are the Communications Media libraries of the U. S. Agency for International Development and the Agricultural Extension Service at Mayaguez, Puerto Rico.

AID missions in Latin America have developed posters, pamphlets, and other materials to assist in a variety of popular educational campaigns. Booklets, for instance, range from *El Cultivo del Maiz* to *Los Buenos Alimentos.* Often the language and illustrations of these materials have been adapted for individual countries.

Volunteers who know what materials they want, either from AID or from Puerto Rico (or from any other source), can order through their Representatives. Volunteers unfamiliar with the publications in a field they are interested in can receive assistance in tracking down titles by writing to the Division of Volunteer Support, Peace Corps, Washington 25, D.C.

Questions on Colleges

Volunteers asked by students, co-workers, or host-country friends about college opportunities in the United States can direct inquiries to the closest office of the U.S. Information Service, according to the Institute of International Education.

The 'Mammy Wagon' Dialogue

A Peace Corps Volunteer in Africa observed the following signs on mammy wagons and other trucks and busses travelling the road from Accra, Ghana, to Lome, Togo. The names are listed in the order in which the vehicles were encountered.

Slow & Sure
Never Despair
Simple Life
Friends Today
Patience No. 2
It Pains You Why
Hosannah
Showboy
Fear God
More Beyond
Sentimental
Who Knows Tomorrow
Holy Boy
God Is With Me
Everything By God
God's Time Is the Best
No Time to Die
Lovely
Woman You Bad
The Wages of Sin Is Death
Leave All Matters To God
Had I Known
Aim High
Who Knows
Thy Will Be Done
When?
Say Yours
Still Arizona Kid
Quality Not Quantity
Oh God!
Good Never Lost
Women Don't Like Poverty
Unless
Rainbow
Sense Is Life
My Lucky Star
The World
Do Something
By Love Possessed
Hope
Still Man of the Sea
A Day Will Come
Good Name Is Better Than Riches
OK Brothers
Why Thou Persecutist Me?
It Will Be Good
Uncle Sam
Every Bird Loves His Nest
Remember (on front of truck)
I Remember Still (on rear)
Redeemer
Prosperity
Saviour
Crazy Baby
Honolulu
Let Them Say
Poverty Is No Crime (on smashed truck)
People Weep To See Me
Farewell My Son
Real J. B.
God Is Great
Think Before
Bingo Boy
Allah Is the World's Medicine
Go to the Ant
Wonders Will Never End (at the end of truck)

Coach Needs Baskets, Even In Tunisia

Volunteer John Murphy of New London, Conn., is one of 19 physical-education instructors serving in Tunisia, North Africa.

By John Murphy

When Tunisia gained independence in 1956, President Habib Bourguiba, using buildings vacated by the French Army, established a series of children's villages throughout the country to care for and educate the orphaned and the extremely poor.

Today, it is difficult to generalize concerning the *Villages d'Enfants de Bourguiba,* for each varies in sophistication with its age, its location, the age of its students, and other factors.

Some villages, for example, hold classroom studies on their own grounds; others send the children to schools in the city. Some villages offer an academic program, while others give the students vocational training. The ages of the boys (and girls) run from as young as 4 to as old as 22.

With these variations stated, it becomes apparent that the work of the 19 Volunteers—15 men and four women—in physical education must vary also. The Volunteers are spread throughout the country in nine villages.

Some Volunteers can allot little time to physical education, where others can work with each student an hour each day.

Variety in Training

In some villages, with the younger children, Volunteers have introduced football and baseball. With the older boys in other villages, sports are taught which will prepare them for competition in the several Tunisian sports leagues. Where in a small village the Volunteer might plan the whole physical-education program, in a larger village, with more than two Volunteers, he might specialize in one sport.

Here at Haffouz, in north central Tunisia, Swiss instructors have established a program of vocational training. They have installed heavy machinery, and conduct classes in industrial arts, welding, masonry, agriculture, and electricity. Their curriculum also includes French, history, mathematics, plane geometry, and mechanical drawing.

For physical education, my partner, Lee Jennings (Frankfort, Ind.), takes students disqualified by the physician from heavy exercise, and gives them light corrective movements and games, while I work in the same classes with the Tunisian monitor of sports. I also coach the three village basketball teams.

FIELD-GOAL ATTEMPT draws blockers during game at one of Tunisia's Bourguiba Villages as Volunteer John Murphy, coach and sometime player, looks on from position to right of backboard.

The Ministry of Sports runs nationwide leagues of competition for both interscholastic and civilian teams, licenses all players, and divides the levels of competition according to age groups.

The cross-country, volleyball, handball, and basketball seasons run concurrently, from early November to mid-March. For our games away from home, we often crowd 18 or 20 players of two or three teams into one small pickup truck and travel distances of 50 to 120 miles. We need not think about taking along substitute players; there is no room for them. Despite the cramped ride in the truck, which leaves them stiff, the boys (it always seems odd to call them "boys"—one shaved off his mustache in order to compete with 15- and 16-year-olds) seem to enjoy these games and do surprisingly well in competition.

Too Much Sports?

The Swiss, in the meantime, think sports should be de-emphasized.

Lee and I get along very well with the Swiss, though, and often trade wisecracks about Swiss precision, wristwatches, and Nestle's instant coffee, for their remarks on American cars, cowboys, and Cuba. When they brought some homemade soup into the Tunisian dining hall one evening, we gleefully dubbed them "the Ugly Swiss."

Without a winning season to point to, or "before" and "after" body-development charts, the physical-education instructor or coach very often is hard put to demonstrate tangible accomplishment. At El Oudiene, however, three instructors, Dave Noack (Arlington, Minn.), Ira Tannenbaum (Teaneck, N.J.), and Charlie Cohen (Dallas, Tex.), with the aid of two Volunteers working as building supervisors, Lowell Sykes (Idaho Falls, Ida.), and Al Jones (Daytona, Fla.) have converted an old mining plant into a gymnasium.

Slabs Stood in Way

Huge reinforced concrete slabs, planted in the floor, prevented the building's being used for gym classes during foul weather. Then the two building supervisors talked Morrison-Knudsen, an American construction company working on jet runways in Tunis, into lending them a compressor and a pneumatic drill, and they cleared the room in four days of heavy work.

Another vignette from El Oudiene concerns Dave Noack, who couldn't convince the village director that in order to teach basketball he needed baskets and backboards. His team dropped its first game, 82 to 6. Now he has his baskets.

Kurt Liske (Kent, O.) and Ross Burk-

(Continued on back page)

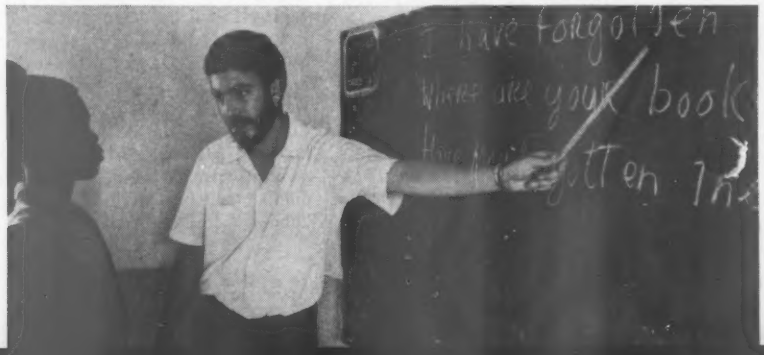
FISHING Peace Corps Volunteers work inland waters and the ocean to increase Togo's fish catch. Above, Michael Ruggiero, of Bristol, R.I., in a canoe 20 miles from shore casts off set lines which will angle for fish while the fishermen work nets. Below, Ruggiero and Vito Blonda, South Essex, Mass., help launch canoe, which is powered by an outboard once men paddle through surf.

TOGO

Few would suspect that a sliver of a nation such as Togo, a republic on the south coast of Africa's "bump," could offer much variety; yet 40 languages and dialects are spoken there. Variety also marks Peace Corps activities in this fascinating microcosm of West Africa.

At Dapango in the far north, Volunteers can sit in their house and look across a plain into the Republic of Upper Volta. These are fishermen assigned to show the Togolese how to "farm" pools and ponds by stocking them with edible fish. In the middle of the country, in Sokode, a 20-man medical team is at work to develop the municipal hospital into a model medical complex. At Anecho, on the palm-fringed ocean shore, more fishermen are working with the seafaring Fanti people in an effort to introduce modern fishing

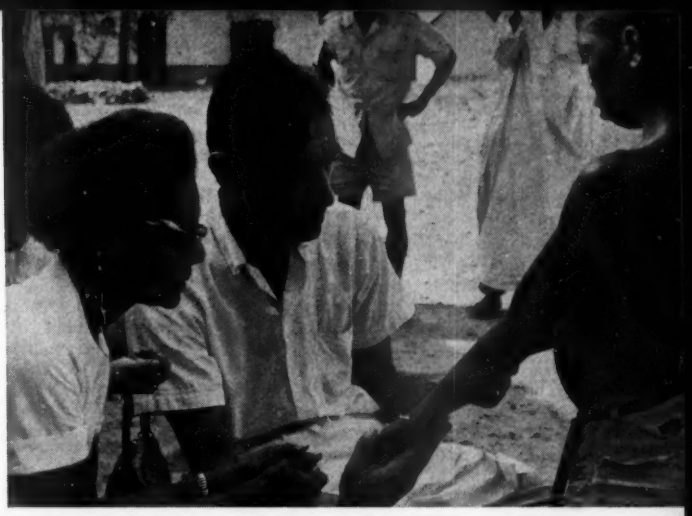
TEACHING One of 17 Volunteers teaching in Togo's secondary schools but the only one in the town of Woame is Peter Lefcourt, of Jamaica, N.Y., here leading drill.



methods. In between—in Lome, Bassari, Palime, Woame, Lama Kara—other Volunteers, 17 in all, are teaching in secondary schools.

The atmosphere in Togo is languid and French, and the capital city of Lome presents a charming if sleepy contrast to the bustle of Accra, the capital of Ghana, to the west, and Lagos, the capital of Nigeria, to the east. In this quiet environment it seemed natural, if frustrating, that some Volunteer operations were slow to start. There were delays, for example, in transporting supplies to the fishermen. Peace Corps Jeeps showed a disquieting tendency to run off the roads, and Togo had few facilities for repair. But traffic somehow continued up the long road to Dapango, and the supplies for the fishermen arrived.

In the seven months since their arrival, the Volunteers have made many friends among the gracious and hospitable Togolese. As time passes, the varied Peace Corps program in Togo should shape up as one of the most productive anywhere.



EXAMINING BOY at leper colony near hospital in Sokode are Nurse Winifred Evans of Philadelphia and Dr. Merton Koenigsberger of San Francisco. Dr. Koenigsberger's wife, Dorcas, is a nurse in Volunteer team.

TESTING BLOOD (above) is Clotile Hurst, a technician from Houston, Tex. Surgeon operating (left, below) is Volunteer Edward Nygren of Westminster, Md.

MEDICINE Health project at Sokode consists of a surgeon, physicians, nurses, medical technicians, health educator, sanitation expert, and pharmacist. Here Volunteer Nurse Ann Moore gives vitamins to baby at clinic. She is wearing scarf given to her by her Togolese women patients.

Peace Corps Photos by Rowland Scherman

Peace Corps Marks Its Second Anniversary

The Peace Corps was two years old on Mar. 1.

Just a year ago, on the first anniversary of the Peace Corps, there were 698 Volunteers working abroad in 12 countries. There were 222 in training.

On its second anniversary, there were 4008 Volunteers working in forty-one countries. In addition, 1001 trainees were preparing for programs in 10 of these countries as well as for programs in four new ones: Gabon, Guatemala, Panama, and Indonesia. This brought the total number in service or in training to 5009 on the second anniversary.

Volunteers come from every state and from Puerto Rico. More than 500 are from California; about a quarter of all Volunteers went to college in California. There are about 350 Volunteers from New York State, about 200 from Illinois, almost 200 from Pennsylvania, and more than 150 from Ohio.

About 63 per cent of all Volunteers are men. About 11 per cent of the Volunteers are married. The youngest Volunteer is 18. The oldest is 76. More than 80 Volunteers are older than 51.

More than half of all Volunteers are in education, including vocational and adult. Rural and urban community action—including homemaking, construction, 4-H club work, social work—is the second largest field. Next in order are agriculture, health, and public works. Within this framework, types of job skills include geologists, veterinarians, nutritionists, nurses, fishermen, medical doctors, and many others.

Volunteers have trained at 56 colleges and universities as well as at private agencies like the 4-H Club Foundation and the Experiment in International Living. About a quarter of the trainees spend a month at the Peace Corps training camps in Puerto Rico.

The Peace Corps idea is growing throughout the world as a means of encouraging the growth of middle-level job skills in developing countries. Several countries are planning volunteer-service organizations for domestic or foreign projects.

'The Broader Bridge'—A Proposal to Widen Opportunities for Service in Peace Corps

Little more than two years ago, Warren Wiggins, then a foreign-aid official, prepared a paper entitled *The Towering Task*, which became a basic document in the formation of the Peace Corps. On Mar. 1, 1963—the second anniversary of the Peace Corps—Wiggins, now Associate Director for Program Development and Operations of the Peace Corps, spoke in San Francisco before the California Teachers Assn. In *The Broader Bridge*, he proposed a method of extending the opportunities for Peace Corps service. The following is an excerpt of his speech.

From the jumping off point of the present—March 1, 1963—let's ask, where do we go from here? How do we try to use the discoveries we have made to date in the Peace Corps and how do we try to weave a broader, stronger, better cloth for overseas accomplishment and domestic enrichment with our identified threads of success?

Peace Corps experience has indicated that the desire for service and sacrifice is contagious, for it to be put into practice on a truly significant scale depends only upon opportunity. Since the idea of the Peace Corps was first announced, Americans have exhibited this quality on a more generous scale than ever before in our history. There is little reason to believe that these Americans will have any diminution in motivation throughout the rest of their lives. As a matter of fact, we anticipate that the returning Volunteer will not be happy to look backward and say "I gave" but will rather be looking *forward* and asking the question, "How can I find in another way and in a new experience the satisfaction I obtained from these two years of service?" And there are countless other Americans who were unable to serve in the Peace Corps—because they have children, because of job responsibility, or for any one of a number of other reasons—who have the same desire for service and lack only an opportunity suitable to their situations.

On reflection, there seems to be no reason why an expanded opportunity for service and sacrifice cannot be provided on a suitable basis and for as long as desired. It is in this connection that I want to put forward here today, for the first time, a new proposal which would provide such an opportunity.

It is true that an individual can work abroad on his own. He can seek foreign employment as a teacher; he can join the Foreign Service; he can be awarded a grant or a fellowship which will take him overseas; he can make a variety of other connections with foreign involvement. But these so-called "individual" opportunities are illusory for most people. The average man with a wife and family to support does not know of many of the opportunities available. He does not always see the relevance of such opportunities to his own life, and he could not afford to jeopardize his job by "taking off" for a time overseas in mid-career even if he did.

Even more basically, it is—at best—difficult to establish a close productive relationship between the society of the developing country and our own society through the exchange of human talent across national boundaries. An administrative mechanism is necessary to achieve an effective exchange of meaningful proportions. This is exemplified in the experience of the Peace Corps. Although Americans have for generations been serving overseas in a wide variety of roles, they have never had an opportunity to volunteer their services on such a scale or with such unity of purpose, and therefore with such impact—both on the country served and on our own. For some time significant numbers of Americans were in fact awaiting leadership and an institutional framework. To put 5000 members of the Peace Corps on duty in only two years required an organization—the Peace Corps. The Peace Corps, whose job is essentially the simple-sounding one of connecting a willing Volunteer with an existing overseas job, is a complex mechanism. In modern society, individual service between nations on a scale sufficient to be effective is almost impossible to achieve without such an institutional bridge.

Thus, the question is posed: Is it valuable and worthwhile to extend and widen the institutional bridge between America and the developing countries to allow for others, besides the Peace Corps Volunteer, to pass over that bridge? Should we redesign it, not just for the detour of an American citizen for two years out of his productive life of 40 years or so, but for the man, his wife and his family as a bridge to be crossed, regularly and for as long a period out of their working lives as they wished?

I feel the answer to be: Yes. We should.

Under such a system, what we might call the "Peace Corps Worker" would serve overseas—with his wife and family if he has one—on a regular basis, say, for two years out of every six. He will be trained, also together with his wife and family, for the job he is to do in the area in which he is to do it, and this training will serve him for all of his overseas tours of duty.

When he returns from each successive tour of duty overseas, he will be able to resume his job at home—or to move up

the ladder on the basis of the experience gained abroad. In addition, none of the benefits to which he would normally be entitled will be interrupted during his overseas stay. Each tour of duty abroad will be improved for him because of his greater familiarity with the country and the people and their way of life, and because of what he has been able to learn during his time in the United States. Similarly, his life in this country will be enriched by his awareness of the rest of the world and the lessons he has learned which he could apply to his work here.

His service, both at home and overseas, will be under the auspices of an institution in this country which is concerned with his field of interest, and which is anxious to enrich itself and its activities by broadening its horizons along with those of its Peace Corps Workers. It does not require the creation of new institutions and structures—whether private, local, state, or federal. Rather, it would work entirely within the framework of existing institutions and within the structure of our society.

There is little doubt in my mind that there is in this country more than enough courage, dedication, and farsightedness on the part of its citizens to make such a program work. But the necessary qualities in our citizenry must be matched by the same courage, dedication, and farsightedness on the part of our organizations and institutions to provide the channels through which the program can be carried forward. They would have to accommodate themselves to the new opportunity by altering their retirement, reemployment, and other benefit systems to permit regular overseas service by their members. But the price of flexibility is small indeed compared to the benefits which would accrue to the institutions, their members, and America as a whole.

Thus, the Peace Corps Worker program might include the following points as its main principles:

1 Service and sacrifice would characterize the life of those who choose to be "Peace Corps Workers" throughout their careers. For the two years out of every six spent abroad the worker's standard of life would be comparable to that of his foreign co-workers, just as for the remainder of the time his standard of life is comparable to that of his co-workers in this country. Service abroad would be characterized, as in the case of the Peace Corps Volunteer, by the absence of "fringe benefits" such as PX and commissary privileges, imported automobiles, privileges and immunities, and the like.

2 There would be a responsibility on the part of American institutions participating in the program to design their own structure of employment to allow regular cyclical service abroad and to take full advantage of it. For example, a program such as that outlined here would be impossible for California teachers without the enthusiastic support of the California state educational system. That system in turn would have to exhibit great flexibility and originality of approach. In the same sense that the Worker would sacrifice and dedicate a significant portion of his life, this program would call for readjustment by the U. S. institutions involved.

3 Training of Peace Corps Workers would be provided for a particular job in a particular c o u n t r y, but training would necessarily encompass the whole family and on a full-time basis. It is strange, indeed, given the lessons we have learned in the last 10 years that the United States Government has yet to achieve adequate training for wives and children of official Americans going abroad. Language training is, of course, a prime requisite and Peace Corps training, in general, can serve as a model.

4 During an overseas tour of duty, a "savings" allowance would be deposited in a bank in the United States to enable the adequate planning of education and retirement for the Peace Corps Worker family. However, such a savings allowance would be minimal, perhaps $150 a month.

5 To assure full participation of host countries and their institutions, the principle of the Peace Corps Worker program should be that the same salary paid to the host-country national would be given to the Peace Corps Worker by the local institutions. Where necessary, because of the temporary nature of the assignment a modest increment should be provided as a housing allowance supplement to permit living conditions comparable to that achieved by the lifelong resident of the other country in a similar occupation.

6 In most cases individuals signing up for Peace Corps Worker on a continuing basis would go to the same area of the world for each successive tour of duty. In any case, they should return at least to the same language and culture area.

7 Sponsorship by the Federal Government would be utilized to insure the securing of an appropriate work position abroad (as in the case of the Peace Corps Volunteer).

8 Financing of this program would be on the basis of a three-way split. The foreign country would carry the burden of a wage equivalent to local wages and the partial housing allowance, if any. The U.S. Federal Government would carry the cost of overseas administration, selection, training and the savings allowance. Local American (both state and other) institutions would provide for continuation of benefits, rights, and privileges of the Peace Corps Worker in whatever career he was engaged.

For the Peace Corps Worker, there is a continuing commitment to overseas service—with all that implies in hardship, in family dislocation, and in hazard to health but, also, in satisfaction, in excitement and sometimes in adventure. For the California schools, it would mean that the children of California would participate through their teachers in a broad exposure to the rest of the world. Their teachers would bring them the intensity of their experience, knowledge of another culture and another language, and a deeper understanding of foreign problems. Mutual understanding is among the first purposes of the Peace Corps, and this understanding could be brought to California classrooms.

I had the privilege of speaking yesterday in Berkeley. On that occasion I talked about an expansion of the values of the Peace Corps to affect a broader area of our national life. I was speaking, if you will, of a lateral extension of the Peace Corps idea. Tonight I have talked about a lengthwise extension of the Peace Corps idea through a greater portion of a person's life. What I think we need in America is a stretching both in scope and in time of this Peace Corps idea we have come upon.

Ladies and gentlemen—I would now like, very frankly, to appeal to your hearts as well as to your minds. The Peace Corps represents an involvement of the bedrock emotions of our people and the peoples of other lands. The heart of the Peace Corps is this full emotional involvement of the Volunteers with people who have for centuries known no hope, no opportunity, no change. These people are learning that change can be theirs, that their children can lead better lives. The Peace Corps Volunteer is involved. He is involved with hungry children, with untimely death, unnecessary debilitating disease and tragic suffering. He is involved with ignorance, superstition, and prejudice. The developing world cannot be understood with just the intellect. It must be understood with the hearts, hands, eyes, and ears.

To achieve this understanding we must do *more* than we are now doing. American institutions, local, state, national, must become more involved than they are. I ask you to consider the proposition that the California State Teachers Assn., the State of California, and the rest of America build an involvement such as we have talked about today—a Peace Corps-type involvement. America must go abroad. It is our only hope. If we in America—through organizations such as yours—don't go abroad, we will find our once rich, easy, healthy, and educated society distorted, disfigured, and ultimately overwhelmed by world forces. We will either lead or be led. To lead we must involve the citizen—we must involve the California S t a t e Teachers Assn. We must move on new fronts. We must explore, experiment, be prepared for mistakes and setbacks. We must take risks. We must find new tools, new bridges, new possibilities. We must engage the hearts of Americans.

I have tried to state the question. We have a simple choice. We can lead—or be led. The answer to the question is up to you.

ETHIOPIA . . .
Teaching and Much More

Volunteer Neil Boyer, of New York City, teaches English at Addis Ababa's Commercial School. In off-duty hours Neil is adviser to the school newspaper, helps to organize extra-curricular clubs, among them the school's first glee club. He also finds time to give music lessons.

By Neil A. Boyer

At the start of this school year, enrollment in the secondary schools of Ethiopia went up about 50 per cent. The reason: *Yesalem Gwad*, or, better known, Peace Corps.

The 277 Volunteers in Ethiopia just about doubled the number of college graduates teaching in secondary schools and made possible the largest single increase in the number of people being educated since Ethiopian public schools were opened in 1908.

The Volunteers of the Ethiopia project formed the largest Peace Corps group ever trained at one time for a single country, and included probably the widest assortment of educational backgrounds and experiences of any project thus far sent out.

Hailing from 46 states, the Volunteers were 95 per cent college graduates, more than one-third with graduate credits or advanced degrees. At arrival time they ranged in age from 19 to 67, with an average age of 26. The ratio of men to women was about 2 to 1.

In addition to the large number of teachers, the Ethiopia project includes two physicians, several educators who are working in the Ministry of Education, and three lawyers who, in addition to teaching, are doing legal research for the Institute of Public Administration.

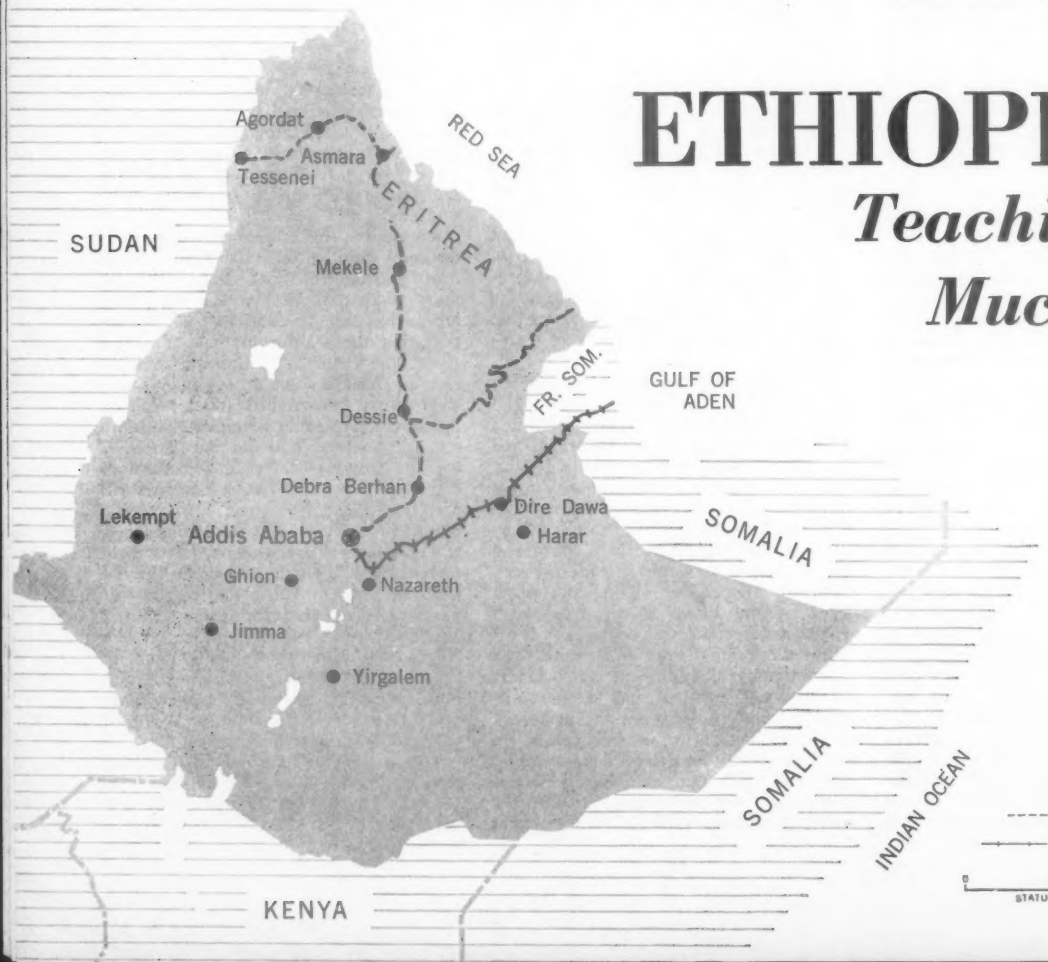
But the primary purpose of the project is school instruction, and it is to this end that the work of most Volunteers is directed.

When 224 men and women arrived at Addis Ababa, the capital city, last September, the Ministry of Education was ready with two weeks of orientation tours and lectures. (The arrival of more than 50 others was delayed pending their release from "limbo"—i.e., the intricacies of Peace Corps final selection—to the discomfort of both those people and the Ethiopian headmasters who expected them.)

Because of the opening date of Ethiopia's schools, the Peace Corps training program at Georgetown University was slightly curtailed. After leaving Addis Ababa, the Volunteers had less than a week to become accustomed to both new home and new culture before the school doors swung open.

In the cities, Volunteers found as colleagues some European (including British) and Indian teachers on school staffs,

IMPERIAL HANDSHAKE of Haile Selassie I greets Volunteer Wendell Brooks of Bakersfield, Cal., at palace reception in Addis Ababa for the Peace Corps. Representative Harris Wofford looks on.



SMILES AND SHAMAS are displayed by two genial Ethiopians. Most Ethiopian men wear shamas—the traditional costume—like these; the women's have colored borders.

PULLING FOR AN ANSWER, Volunteer Dennis Fox of Philadelphia, Pa., tries to draw a thoughtful response from a student. Dennis teaches at Ras Desta School at Yirgalem, in the southern part of the empire.

while in the provinces the schools were staffed mainly by Indians. (College-graduate Ethiopians who go into education generally become headmasters.) The coming of Volunteers was also the occasion for a further "Ethiopianization" of school administration. In a number of cases, young Ethiopians just back from the United States went to new assignments along with the arriving Volunteers.

But the need for teachers was acute, especially in the subject of English, which is Ethiopia's second language and the language of instruction in all the government schools above eighth grade. Many persons believe that the teaching of English by teachers whose mother tongue is English may be the major contribution of the Volunteers. Certainly Ethiopia's decision to make English its language of learning and industrialization is a fateful one.

Before arrival of the Peace Corps, academic secondary schools could accommodate only 8000 of the country's one million children of secondary-school age. The arrival of new teachers enabled this number to rise by about a half, and many more children likely will have entered secondary schools by next fall.

One example of the changes wrought is in the small town of Ghion, where five Volunteers are stationed. The five now make up most of the secondary-school staff. Without them the secondary classes in what formerly was only an elementary school could not have opened this year.

Peace Corps teachers were assigned to 32 of Ethiopia's 35 secondary schools as well as to many middle schools (grades 6 to 8) in the province of Eritrea. A number of the schools were relatively new; a few were easy rivals in appearance to many American high schools. Others, in remote towns, were of the simplest construction.

Some Volunteers found their schools not ready for either teachers or students. In some places Volunteers helped in cleaning and renovating classrooms before instruction could begin. Shortages of equipment and textbooks were not so easy to remedy.

Ethiopia Facts

Ethiopia is one and one-third times larger than Texas. A constitutional monarchy descended from ancient Hamite and Semite tribes, Ethiopia has been ruled since 1930 by Emperor Haile Selassie I. Of the population of 22 million, more than half is Coptic Christian; about one-fifth is Moslem. Eritrea, Ethiopia's northernmost region, was occupied for 67 years by the Italians and became a federated state of Ethiopia in 1952.

Once classes began, however, the same questions that have hit Volunteers everywhere quickly became a regular part of classroom discussions: Why are you here? Why only two years? Why don't American Negroes have a higher standard of living? What are subways?

Few of the questions, however, were anti-American. Students happily took to class copies of a Soviet news bulletin denouncing the Peace Corps, and then tried to help their American teachers uncover the bulletin's inconsistencies.

The ages of Ethiopian students vary greatly, although few pupils in the secondary schools are under 16. An English class taught by one Volunteer included a 46-year-old police captain.

Volunteers found the Ethiopian students to be generally of a different order from that of their parents. Westernization is beckoning strongly to the present generation, much to the dismay of tradition-minded elders. Western-style clothing and dancing (the twist, at the moment) have almost become commonplace in city schools.

But if this is an exciting time for the generation of Ethiopians now in the schools, it is also a time full of big questions about the future. The number of industries in the country is almost negligible, and so practically the only employment opportunities lie with the government. As in most developing countries, the city-educated people are reluctant to return to the provinces and spread their knowledge.

This situation forms the central part of the debate over the Peace Corps: Is it helping the country by producing many more educated people who may go jobless, or should it be giving more technical aid to help diversify or improve an

economy now mainly agricultural?

It is a chicken-egg argument, and perhaps part of the answer lies in the concurrent success of Emperor Haile Selassie's Second Five-Year Plan. Peace Corps teachers are instructing their students in simplified versions of the newly inaugurated plan, with the hopes that this knowledge can stimulate them upon graduation to aid in introducing new industry and other economic development.

Moreover, the Peace Corps supplied a number of teachers of industrial arts, agriculture, typing, bookkeeping, and home economics to make possible the opening of seven "comprehensive high schools" offering more than the traditional academic courses. And in other, noncomprehensive schools, Volunteers have added other noncredit courses such as auto mechanics.

The addition of Peace Corps teachers in the provinces is also expected to encourage students to remain at home rather than go to a city for their education, thus to supply modern techniques where they are needed most.

Many observers believed that the new Peace Corps teachers would bring with them techniques and ideas both new and stimulating to Ethiopian education. But they did not expect the great impact of women teachers on many provincial schools.

On arriving in Addis Ababa, one woman Volunteer was told she had four distinct disadvantages: first, she was new; second, she was young; third, she was a woman; fourth, she was pretty.

The result has been mixed. In a country where the role of the woman has traditionally been one of subservience, the acceptance of women teachers by some students and a few, older staff members, has been very slow. On the other hand, in one provincial town an attractive Volunteer proposed teaching a French class, and she was overwhelmed by the registration of 300 eager boys.

In addition to this vast change, Volunteers have also made their presence felt outside the classroom. The usual two-hour lunch period and the after-school hours were found useful for extracurricular activities, generally unknown although encouraged by officials before arrival of the Peace Corps.

Before coming to Ethiopia, I saw the Peace Corps primarily as an agent for the education of Americans. Now I see what a powerful, practical contribution it can make to the development of the foreign lands it serves.

In Ethiopia nearly 300 Peace Corps men and women are being educated in the facts of world life—learning about an ancient land, a new continent, and the process of 20th Century development.

They are also contributing substantially to a rapid expansion of the school system, to a change in educational methods, to the mobilization of Ethiopian youth for national service. They are doing this by their large numbers, by their energy, by their ideas, by their dedication.

They are learning by doing—learning a lot because they are doing a lot. And they are doing a lot because they came in the learning spirit.

If this process of the education and development of Americans continues to go together with the education and development of other peoples, the Peace Corps may truly live up to its name.

—Harris L. Wofford
Peace Corps Representative

MAKING THE ROUNDS of her ninth-grade students in a spacious classroom at the Tafari Makonnen Secondary School in Addis Ababa is Volunteer Phyllis Bravinder of Seattle, Wash.

Four Volunteers in an Addis Ababa school, for example, are doing the following: one person has organized the school's first glee club and is coaching tennis; a second is leading a new handicraft club and is stimulating interest in a pen-friend club to correspond with his former American students; a third is giving music lessons and is changing the school newspaper from a two-a-year to a 13-a-year production schedule; the fourth, a woman, has organized a domestic-science club and is interesting students, both boys and girls, in preparing balanced, wholesome meals.

A regular teacher at this school was asked if there was a limit to the number of activities groups that each student could join. "I don't know," he replied, in apparent disbelief. "We've never had anything like this before."

In most provincial schools Volunteers are teaching night classes in English to Ethiopian elementary-school teachers and to other townspeople seeking advancement. In all cases the Ethiopians—such is their interest in further education—came to the Volunteers to request classes.

Outside their school duties, Volunteers are working in hospitals and health clinics, leading scouting expeditions, organizing 4-T (similar to 4-H) clubs, and are involved in other prospects of social work and community development. In several towns they are teaching night-extension courses of the new Haile Selassie I University, thus assisting in the university's expansion throughout the country.

Much of the planning of outside activities is done by Peace Corps organizations in the various sites. In Addis Ababa, where 57 teachers are working in 12 city schools, the group has divided into five committees to co-ordinate efforts on outside projects and to aid in solving administrative problems.

The size of the Ethiopia Peace Corps group has created logistics problems, and Volunteers are also exploring ways to carry out administrative details. Volunteers want to take more responsibility for procurement of supplies and for housing arrangements in provincial towns. "Volunteer self-administration" is the principal of the project, a corollary to the American principle of self-government.

The Volunteers' arrival in Addis Ababa last September came at the end of the rainy season. Consequently, most of their stay thus far has been in rather pleasant weather.

The sun is extremely hot but the altitude and wind keep the temperature down. At 8000 feet above sea level, the thermometer rarely goes above 80 degrees.

About the only geographic problem the Volunteers have had is the altitude; some still feel shortness of breath after strenuous exercise. (Four Volunteers tried to build up some resistance in January with a 70-mile bicycle ride downhill from Asmara to the Red Sea, a drop of 7600

feet; they did it in six hours.)

Most Peace Corps Volunteers are adequately housed near their schools in households ranging from one to nine persons. Several groups of Volunteers have invited Ethiopian teachers and students to share their homes, in what appear to be increasing efforts to move into closer relationships to host-country colleagues. The groups that share quarters have found the experience rewarding.

In provincial towns, Volunteer groups have a vehicle (Jeepster or Land Rover) used as a supply truck and as a precaution against medical emergencies. Transportation problems are fewer in cities, and Volunteers in Asmara and in Addis Ababa depend on taxis, bicycles, and horse-drawn gerrys (sulky-like vehicles) for transportation.

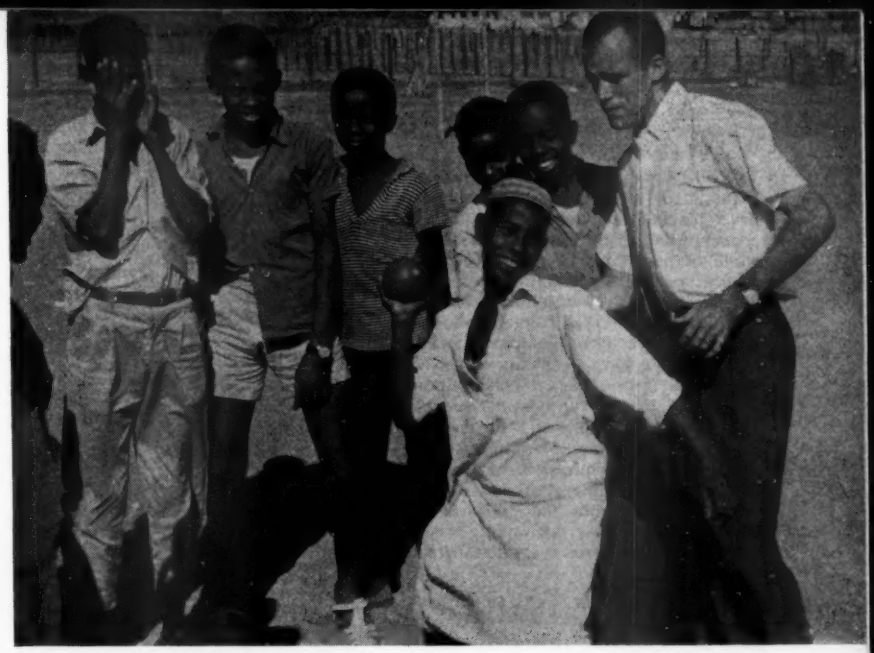
Most Volunteers, although receiving a modest subsistence allowance, have hired at low cost housemen and cooks. These helpers allow the Volunteers to use time fruitfully, and they provide a useful sounding board to enhance the Volunteers' knowledge of Amharic, the official first language of Ethiopia. Volunteers have found that knowledge more than welcome when they must haggle with taxi drivers or bargain for goods.

Most Volunteers know enough Amharic to carry on small conversations with their Ethiopian neighbors, especially with children. The people are very friendly, to each other as well as to foreigners, and Peace Corps teachers rarely can travel to school in the morning without shaking at least a dozen hands.

Such acceptance by the local people is one indication of the success of the Ethiopia project. Another is the invitation of His Imperial Majesty Haile Selassie I for more Volunteers, especially in the fields of adult education and public health. Next summer should see a good part of this request fulfilled.

Ethiopians are increasingly expressing interest in the prospect of beginning an Ethiopian counterpart to the Peace Corps, to work with and carry on the work begun by the Americans. Volunteers are encouraging this interest so that vacation construction projects this summer will be joint Volunteer-Ethiopian ventures. The further hope is that Ethiopians, either alone or in team with American Volunteers, will go into the provinces—where educated persons have heretofore been reluctant to go—and thus help spread the seeds of knowledge.

This is but one item on the list of ideas and plans that has been growing in the minds of the Peace Corps Volunteers since arriving. The Volunteers arrived in four Ethiopian Air Lines DC-6B planes, and when they leave at the end of their two-year terms, they will probably go on the country's new 720B jets. If their plans and hopes result in half the difference in progress represented by those two types of airplanes, the Volunteers will be well satisfied.



BUDDING SHOTPUTTER winds up for a throw, though one schoolmate (left) seems not to have much confidence in his friend's ability. Coaching is Volunteer John Rude, eighth-grade teacher in school at Tessenei, a remote town in northwestern Ethiopia, near the frontier of Republic of Sudan.

The Dusty Road

By John Rude

Volunteer John Rude of Enid, Okla., teaches at Tessenei in Eritrea, Ethiopia's northernmost province, once occupied by the Italians.

Come with me down the dusty road. Skim across the shimmering, shrubless flats towards the mountains, so majestic, yet so small. Pass them and the dry river bed and meander among the swaying, monkey-chattering palms. Then straight again past the crumbling reminders of Italian colonialism, past the modern but weather-beaten school, past the well-arranged grass huts, into the square—the slow-motion heart of the village. We are in Tessenei, the outermost town in the uppermost province of Ethiopia.

I'm glad you could come now; this is what they call the "cool" season. In two months the thermometer will climb 30 degrees to hover around 120, and my partner and I will then have to hover around a pitcher of ice-water. Fortunately we will teach only in the morning then, partly because of the heat and partly because of the Muslim observance of the Feast of Ramadan. But now it is pleasant and not at all like the cool, breezy highlands where most of Ethiopia's larger towns are located.

We have been here only four months, and frankly, it seems that we have gone from one extravagance to another. Take, for example, our ostentatious blue Jeep. We are 200 miles from our source of needed supplies, so it's not hard to justify the vehicle as a necessity. In fact, my life may have been saved when it took me on a quick trip to a hospital for an appendectomy. But still the people stare at us.

Then there is the house. It is one of the nicest in town, even though one wall is falling in and the ceilings are crumbling. The house is uncomfortable by "back home" standards, but it and the Jeep are "luxuries," and they cause us some embarrassment. But now our friends are beginning to ignore the material disparities, choosing rather to concentrate on the mental and spiritual tasks at hand.

Well, maybe you would like to look around the house. It is known locally as the "White House," a sort of joke on the boss. Before we moved in, a local sheik remodelled it; he even put in a shower stall with a commodious concrete stool in it—his tribute to American opulence, I guess.

Of more use is the front-room library, which is Tessenei's first public reading room. Before long, most of the English readers in town will be on a planned reading program, using books donated by the Peace Corps, U. S. Information Service, and friends at home. The library is especially useful for my informal English class, which is attended twice a week by clerks and shopkeepers. My partner, Jerry Springston of Denver, Col., does as much tutoring as he can, and he also shows films provided by USIS. Once we had half of the town crammed into the

house, and the shepherds and street boys complained that they had already seen the films and wanted new ones.

We have a hard time handling all the requests for adult education, community development, and public health, and still concentrating on the duties at school. We would rather do one thing well than spread ourselves too thin. If other people are involved in worthwhile projects, then all we can really do is offer our co-operation, and the manpower of our students. We have been able to give a slight boost to the District Officer's community-development program, and we have also given some aid to the missionary doctor's public-health program. We hope that our role in these programs will increase as time goes on. But the task of moving into the 20th century belongs to the whole community, and it would be dangerous to overvalue the role we play.

Idris says lunch is ready, so let's eat. He is a good man—our age—and to salve our democratic consciences we call him our "helper." You'll find that the food tastes familiar; we're not exactly enthusiastic about the local dishes called *tita* and *zigenee*. Fruits and vegetables are plentiful, but for meat we are limited to veal and goat; everything else is too tough. Oh, yes, the water has been boiled for 20 minutes and the meat well cooked. We used to be less fussy, but then I lost 30 pounds and Jerry got a tapeworm. We are living testimonials to the adage that experience is the best teacher, if you learn in time.

Let's walk on over to the school—oh, watch where you step. As you can see, the camels, goats, and donkeys make the school grounds rather unpleasant. Next summer we will have a work project to build a fence and level the football field (at present, the uphill team always wins). I am the class teacher for the eighth grade, and my instruction is supposed to spur our students on to graduation. I also teach in the fifth, sixth, and seventh grades, in subjects ranging from English, history, and geography to drawing and physical training. Jerry teaches math, science, and physical training, and is class teacher for the seventh grade. We both teach 28 hours a week. There are also three Ethiopian teachers, making five teachers for 80 students, and therefore classes of controllable size.

Needless to say, we have spent the past four months adjusting. We have had to learn to speak slowly and distinctly, and our ears have had to attune to various mispronunciations of English. Our greatest effort has been on learning the local language (Arabic) because we feel that a command of the language will be the key to involvement in this rural community. The more Arabic that we learn in our first year, the more successful our subsequent projects will be.

We have been able to devise only one "innovation" to lighten the load in the classroom. When we arrived, we were using as blackboards plywood panels painted black. They were difficult to write on, so with the help of our students, we made some new ones. They were six feet long, and constructed of Masonite painted black. Then the Ministry of Education sent us some identical new boards, so now we have a veritable blackboard jungle. The abundance is great for teaching, though. Six students are able to go to the board at a time, and each student can have his work presented, corrected, and vehemently discussed two or three times in a period.

I see it's time for you to leave, but before you go, I'd like to speak to you about some of our frustrations. Frankly, my friend, my work is more exasperating than I had anticipated. Of course, I remind myself that I was born and bred in a maelstrom of ideas and activity, and that I mustn't expect to slip into a tradition-bound culture as I would into a Sunday suit. But it's oh-so-easy to put these penetrating insights into the garbage can when you come up against some real problems. You get an idea—a beauty, the thing that will solve all your problems—and when you take it to your co-workers, you find that the only ones who share your enthusiasm are those who don't understand your idea.

It would be easy to give material aids —people always like new books or typewriters—but being an idea merchant requires tact and patience. The trick is to acquire these essentially non-American traits, then set up a dialogue with your co-workers which will eventually bring results which you can both call progress. There is bound to be some pain, but we can hope it is only a growing pain.

Come to think of it, this frustration is producing a great deal of personal growth in us, so it's a two-way process. When we leave we will honestly be able to say to the Ethiopians that we understand each other. And that, after all, is what the nations of the world have wanted to hear from Americans for a long time.

I'm sure these thoughts have not been far from your mind, since you are also travelling the dusty road. Our greatest desire is to kick up a little dust, to have a genuine encounter with the problems of our friends and neighbors, and to help them solve these problems. But just because we're here to solve problems doesn't mean that we should be preoccupied with them. Let's relax and enjoy this dusty road. And if we carry some of this dust back home with us, it will be radioactive with solid confidence and the joy of a job well done.

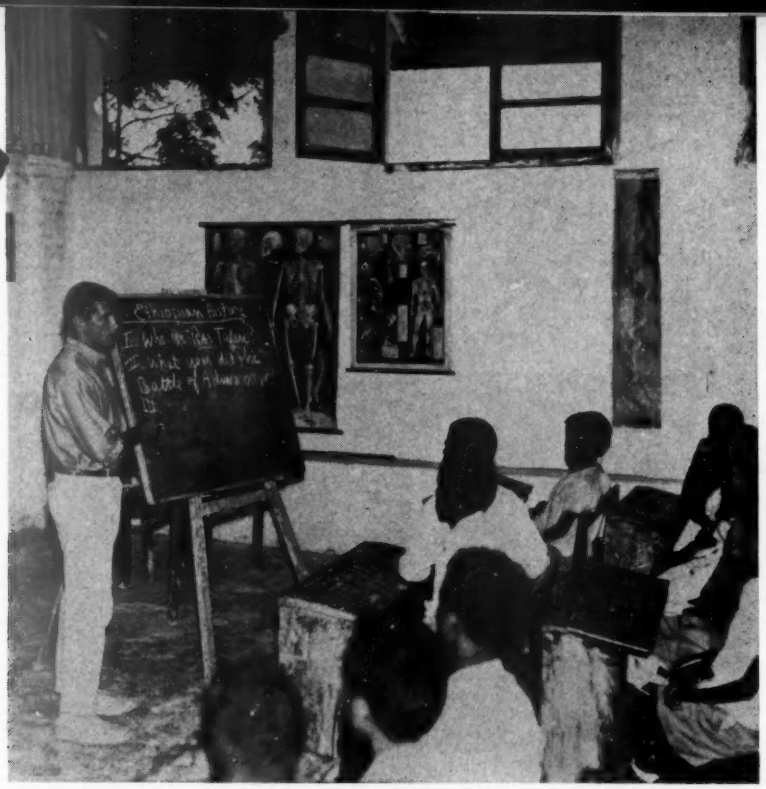
UNDER A SPREADING ACACIA TREE, Volunteer Linda Hughes of New Vienna, O., learns a new game from her exuberant students during a class in physical education. Linda teaches English in a school at Keren in Eritrea, where about a quarter of the Volunteers in Ethiopia teach.

2 Volunteer Doctors In Ethiopia Project

Two Volunteer doctors — forerunners of a Peace Corps medical project in Ethiopia—went with the Peace Corps teachers to Mekele.

Drs. Philip Eastman and Ronald Krause are now serving in the new Mekele hospital of the Ministry of Public Health. Although built and equipped with U.S. support, the hospital lacked some essential items, such as a working generator. Upon hearing the hospital's plight, the provincial governor-general, His Highness Mengesha Seyoum, gave his personal palace generator so that the work of the Volunteer doctors could be effective.

To be fully effective however, the doctors need the larger team of nurses and technicians planned in next summer's Peace Corps project—and a surgeon.



HISTORY QUESTIONS teach Ethiopian youngsters in the little town of Keren, Eritrea, about the heritage of their country. At the blackboard is Volunteer Mark Himmelstein of Phoenix, Ariz., one of two Peace Corps teachers at this "middle" school, coming between primary and secondary.

View From the Classroom

By Linda Bergthold

Volunteer Linda Bergthold and her husband, Gary, of Pasadena, Cal., teach English in Addis Ababa.

Set on a hill overlooking Harar, a provincial capital, is a teacher-training school constructed of glass, stone, and steel. With its sunny library, well-lit rooms containing formica-topped desks, and outdoor amphitheater, it is a model of careful planning.

Set on a hill overlooking the Eritrean city of Asmara, is a small Muslim middle school. This school has only a few rooms, desks meant for two but now precariously seating three, and a library, eight by 15 feet, with one bookcase filled with old books.

Virtually the only things these two schools have in common is that they both are in Ethiopia and that on the staffs of each there are Peace Corps Volunteers.

Just as Ethiopia is a land of vivid contrasts, with mountains, broad valleys, and deserts, so too is its educational system a study in contrasts. The Ministry of Education officials are trying desperately to eliminate the deserts in the system, but tradition and the lack of funds are barriers to progress.

Perhaps this fierce desire for high standards of education and a uniform system has motivated the Ethiopians to welcome, train, and assist the 277 Volunteers scattered throughout their country. Seldom has a group of foreigners been treated with such respect and enthusiasm.

Conditions Vary

The living conditions and the level of education confronting Volunteers in Ethiopia range widely, and resulting situations may be awkward, frustrating, or humorous.

Take, for instance, the attempt by the new American teachers in Debra Berhan to assimilate the customs of their new home town. Since the village is at an altitude of 9500 feet—in the central plateau farmland—the weather is often cold. It seemed natural to the Volunteers that they should wear to keep warm a product of Debra Berhan: the burnoose, a circular, black, heavy woolen cape, the traditional warm dress of the country people. When the Volunteers came to school wearing burnooses, however, they were laughed at by the students, who, as "sophisticated Ethiopians" (by virtue of their status as students), scoff at customs of the unstylish country folk. The Peace Corps teachers still wear their burnooses to school; they are very warm.

Even though all the Volunteers were forewarned of problems they might encounter in Ethiopian schools, they find it difficult to understand why some schools have an oversupply of equipment while others have none at all. Why, for instance, does one school have 26 javelins while others have only basketball hoops?

Often there is a general lack of equipment. In several of the eight schools where commercial subjects are being taught, students are learning typwriting —without typewriters. Such disparities and shortages are the growing pains which teachers in Ethiopia must learn exist.

Many Volunteers are doing something to ease the pains. Bill Schmick of Colfax, Wash., is putting his experience in the San Francisco school system to use by working to modernize the Ministry of Education's supply system.

Removing Locks

Volunteers at schools where there are inadequate libraries have rounded out the supply of books with their own collections. They have tried to remove—figuratively, at least—the locks from rooms filled with library books. School librarians are held responsible for lost books, and are understandably hesitant to release the library collections to the students. Many schools boast that they have never lost a book.

Volunteers have not found the physical inadequacies of Ethiopian schools their most distressing problem.

The most disturbing problems are much more subtle. They involve the attitudes of the students, existing teaching methods, and philosophies of education. In spite of the support of well-educated Ethiopian headmasters who are eager to modernize programs, change comes slowly. Some teachers—like some at home—resist change, of course; and even among students, the Volunteers have found resistance to new methods of teaching. Variations in the curriculum and the upsetting routine cause the students anxiety. The reason for this seems clear when you realize how confusing the democratic decision-making so common in American schools must be for students accustomed to having teachers make all decisions and all laws.

Sometimes when Volunteers introduce innovations, chaos is the first result. Volunteers' abolition of word-for-word note-

Ethiopia Editors

Material for the Ethiopia section was compiled and edited by Neil Boyer, Dan Nickelson, Linda Bergthold, and Hoyt Smith (photos), with Dick Sharpe as chairman.

taking has stimulated such cries as, "How can we learn? We have nothing to memorize." The stimulating of original thought among Ethiopian students is one of the Volunteers' most perplexing tasks.

Classrooms problems are mellowed, though, by daily routine and by occasional humor. Paul Koprowski of Winona, Minn., teaches in a small middle school on a caravan route in Agordat, Eritrea. He spends much of his time not in expounding wisdom but in using a broom to push the faces of not-very-intellectual camels out of his classroom windows.

Generally, Volunteers find that if they build up warm relationships with their students and spare the traditional rod, the students soon came to understand the good intentions of new teaching methods. At first, the teachers' leniency and kindness were interpreted as weakness. But the Volunteers have profited from the time spent with students on the volleyball field and in the stamp club, and they now find it easier to be close to their students and to maintain simultaneously the respect essential to good teaching. Volunteers hope to achieve respect without fear.

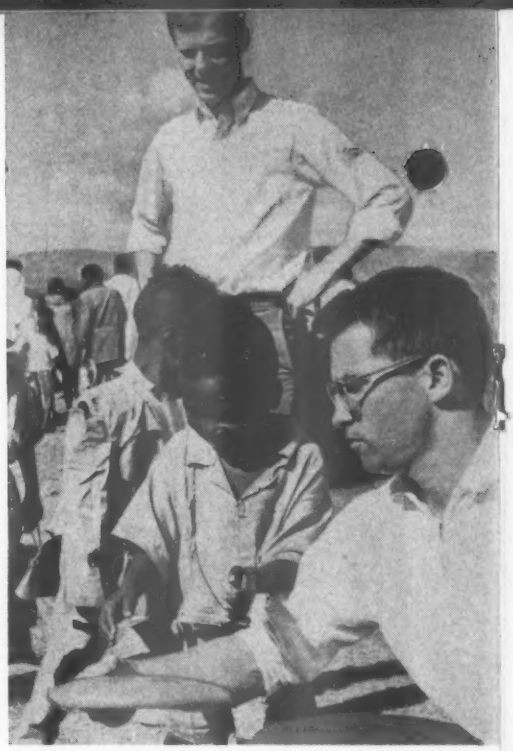
Some students hesitate to accept new teaching methods because of the system of school examinations. The School Leaving Certificate requires an examination at the end of the 12th grade (after a lesser exam in eighth grade) which tests knowledge of memorized facts, and not other, important skills student should have acquired. Thus, the system itself preserves the archaic practice of pure memorization.

The examination has become an institution in the country. A student's exam results make or break his future. If he fails the examination, he receives *no credit* for his years of schooling. Recognizing this penalty as severe, the Ministry of Education is attempting to revise the examination and to liberalize the system of school credits.

Many of the Volunteers in Ethiopia assembled in Asmara during the recess in January to discuss these and other issues. The Ministry of Education showed great interest in the conference and asked the Volunteers to submit to them the problems—and solutions—they had discussed. The greatest problem? Outmoded curriculum and methodology.

In the first months of our work, we have learned more than we have taught. Patience with a society slower-moving than America's is being learned. It *is* possible to wait until tomorrow for what was so frantically sought today. The naive enthusiasm of the newcomer grows into tactful persuasion; energy is used realistically.

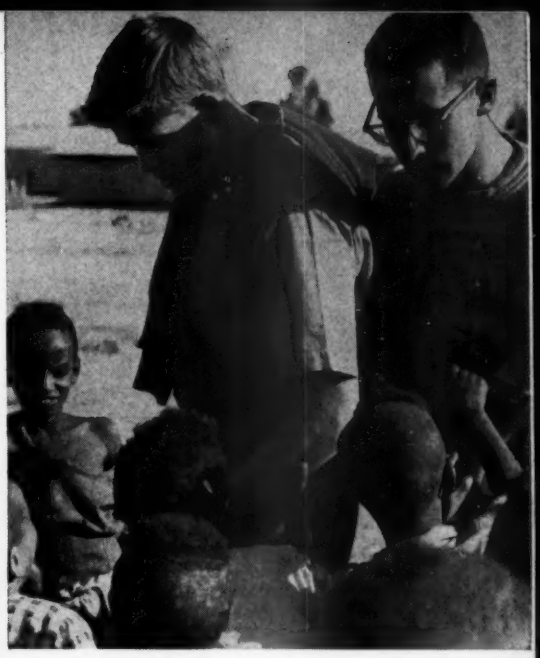
Sometimes the daily frustrations of the struggling system—the lack of books or the surplus of javelins—become so important that we overlook our real purpose here: the education of Ethiopia's youth. The Volunteer is having to learn not to forget his prime endeavor.



FRISBEE LESSON is given by Volunteer Ernie Fox of Lafayette, Cal., who shows boy at leper colony near Addis Ababa how to throw the plastic saucer popular in the U.S. Looking on is Tim Bodman of Leonia, N.J. Below, Volunteer Russ Berman of Chicago and Bodman instruct group in the mysteries of baseball, virtually unknown in Ethiopia. Volunteers teaching at schools in Addis Ababa have organized sports and other activities for children at the leper colony.

"PAT-A-CAKE, PAT-A-CAKE, baker's man" draws a smile from a little girl as she learns the children's game from Charlotte Crawford of Flushing, N.Y., during a visit of Volunteers to leper colony.

APPREHENSIVE about the activities of the photographer, these children, all afflicted by leprosy, are typical of those with whom Volunteers work. Haircut style of boy at center is common among Ethiopian youngsters.



CROWDS OF CHILDREN surround Volunteers during their visits to leper colony. Above, Sam Fisk (left) of Basking Ridge, N.J., and Ernie Fox talk to youngsters as one boy traces mouth of Bach picture imprinted on Fox's sweatshirt. At left, throng of children cluster around as Fox kneels down for some man-to-men talk.

New Life in a Leprosarium

Volunteer Tim Bodman of Leonia, N.J., teaches English and history in Addis Ababa.

By Tim Bodman

Not far south of Addis Ababa stands one of Ethiopia's leper colonies (a colony is also called a leprosarium by some sophisticated Westerners). It sits on a high hill overlooking a neat and characteristically well-cultivated farming district. The colony looks clean and fresh, and its appearance is enhanced by Ethiopia's almost perfect climate.

A month after the first members of the Ethiopia group arrived, Volunteers Sue and Herb Siegel of Los Angeles, Cal., perceived that the Peace Corps could do useful work in this undermanned outpost of society. They talked to a director of the leprosarium, Sister Rankin Bohlberg, a Swedish volunteer worker, and she encouraged their interest. Sister Rankin, who has been described as "Ethiopia's Isak Dinesen," suggested that Peace Corps Volunteers could build athletic fields and organize activities for children of the colony.

Within a few weeks seven Volunteers, working only on Saturday afternoons, built a volleyball court and laid the foundations for a soccer field, a difficult project as the field was criss-crossed by paths used for years by the entire community. Many of the older residents could not understand why they should suddenly have to walk around the field, even if there was a game in progress.

Work on the court and the field—clearing ground and digging shallow trenches for boundary lines—was done by younger members of the community with the Volunteer's help and encouragement. The older boys directed the labor force, which consisted of a multitude of *lidjoch* (Amharic for *children*) between two and nine.

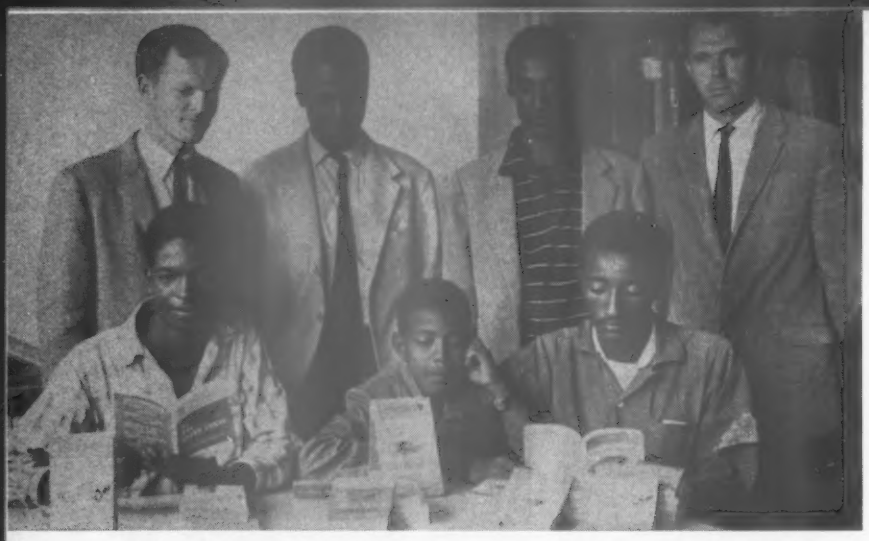
We got into the act by learning some of the command words such as *shamu* (which means *cheer* or *shout*), words which evoked spirited working songs from a chorus of small voices.

The work is seldom performed efficiently, but because of the fun we have doing it, Saturday afternoons are a refreshing and cheerful experience—this in a community of people who have one of the most dreaded diseases in Africa.

The women Volunteers are eager to initiate handicraft work among the children. The more activities the better, but it really doesn't matter *what* we do. Our presence alone provides excitement.

Every week, as we leave, each of us is surrounded by six or more children, all wanting to hold onto our hands. Invariably a compromise of sorts is reached as the children form chains stretching out on either side of us, two holding our hands and the others gaining at least a measure of prestige by holding on to the hand of him-who-holds-onto-the-hand, and so on. Once our departure was marked by a tribal dance usually reserved for very important persons.

So far, our work at the Addis leprosarium has been limited to recreational activities, but after some training, we will also provide simple medical services. In any event, our contribution at the leprosarium, as in many areas of Peace Corps effort, can best be measured in terms of "esprit" rather than "production." Here, at least, this is the best kind of contribution we could possibly make.



BOOK DRIVE among Volunteers teaching at Ras Desta School in Yirgalem added 870 volumes to library. Posed behind three students are George Fredenburg (left) of Somerset, Mass.; Headmaster Daniel Gamachu, Librarian Abraham Gebre-Ab, and Paul McGilvray of Weymouth, Mass.

Involvement Never Ends

"FIRE ENGINE, ACCESSORY EQUIPMENT OBTAINED. WILL SHIP TO ETHIOPIA ASAP. ALL MATERIALS DONATED," said the cable.

Dick Howrigan is going to get the fire engine which he requested for the volunteer fire department he is organizing in the city of Jimma.

Dick was not sent to Ethiopia to run a fire department. He teaches English and agriculture at Miazia School. But having once been the chief of the Volunteer Fire Department of Fairfield, Vt., Howrigan could not get the fire-fighting bug out of his blood, especially when he found that his new home town of 8000 persons had no efficient fire department.

Equipment the Problem

Dick decided to try to organize and train a fire department. The big problem was to get the equipment, but this did not faze him. When Peace Corps Director Sargent Shriver visited Jimma in November, Howrigan told him of the need for a fire engine and other fire-fighting equipment. Within months the equipment had been donated by American companies.

[Lack of essential parts delayed completion of the fire engine; the manufacturer says it should be ready for shipment around Apr. 10.]

The story of Dick Howrigan and his fire department is just one demonstration that the work of the Peace Corps Volunteers in Ethiopia is not confined to the classroom. In full flower is what Peace Corps Representative Harris Wofford calls "community creativity" among the Volunteers. This creativity begins with the Volunteers' schools as home base, and reaches out into the community itself. Perhaps this effort of integrating the school and the community will prove the most valuable of all Peace Corps activities in Ethiopia.

The fact that in January Volunteers participated in conference workshops at Asmara to discuss community development, public health, and education, indicates the emphasis placed on non-teaching activities. Everything from the building of latrines and student dormitories to home-economics extension work and malaria prevention was discussed during the three-day conference. Volunteers had the opportunity to profit from the experience of each other and to learn from experts in public health, construction, agriculture, and many other fields.

Farm and Hostel Started

Perhaps the most exciting idea discussed at Asmara is that of the seven Volunteers stationed at a school in Lekempt, the capital of Wallaga province in western Ethiopia.

For some reasons, the $15 monthly stipend which the government normally pays students for their education has been discontinued for many boys there, and thus the boys who come to the school from outlying areas must live in really desperate circumstances on whatever money they can beg from relatives.

To remedy the situation, the Lekempt Volunteers are starting a combination farm and student hostel, to be supported by crops raised by the students. The provincial governor has contributed 13 acres, Ethiopia's Agricultural College is supplying seed, citizens of Lekempt and of other Ethiopian areas as well as of the United States are contributing development funds.

Construction of dormitories and plowing of the land have already been started by the students, teachers, and townspeople, and within months there will be a place in which at least 25 boys, together with several Volunteers, can eat, sleep, study, and work—and perhaps also see the possibilities of scientific farming in this potentially productive land.

As might be expected in an educational project, most of the extracurricular work undertaken by Volunteers is connected with teaching. An especially ambitious task begun by the Volunteers is the writing of textbooks for secondary schools. Along with most other African countries, Ethiopia has long had to contend with textbooks which are written for British or American students and are wholly irrelevant to the local environment. Ethiopian students have had great difficulty in surmounting the foreign cultural references and "unnatural" language. To accelerate the adapting of texts to Ethiopian schools, the Ministry of Education has invited Peace Corps Volunteers to help in the book-writing project. With the inclusion of the Peace Corps teachers, the task has become a joint effort of the ministry, Peace Corps and other teachers, and the co-operative printing press, which is supported by both the Ethiopian government and the United States Agency for International Development.

"The University" Revived

Classrooms, too, are needed in Ethiopia, and their construction is high on the list of Peace Corps projects. One testimonial to Peace Corps activity in this field already is in use. Out in Harar stood an abandoned school building, known affectionately as "the University." The director of the Harar Teacher Training School, Ato (the Ethiopian equivalent of *Mr.*) Paulos Asrat, mentioned the possibilities of restoring the building to Volunteer Peter Gesell, of Washington, D. C. Word spread to the rest of the 39 Harar Volunteers and to citizens of the community, and before long the old "University" was the scene of repairing, painting, whitewashing, cleaning, and sweeping.

Now, the renovated building is listed as Model School No. 2 at Harar Teacher Training School and serves 326 children in grades 1 through 4. Staffing it are student teachers from the training school who are supervised by two of the Ethiopia project's most effective members, Beulah Bartlett and Blythe Monroe, aged 65 and 66, respectively, long-time school teachers from South Laguna, Cal.

Not to be outdone by Harar, the Addis

Volunteers have started on a 10-room elementary school in co-operation with a citizens' school-building group and the Ministry of Education.

Also in the educational line is the establishment by Volunteers throughout the country of school libraries. Volunteers teaching at the Ras Desta School, in Yirgalem, have donated 870 simplified English readers to build up the library. Volunteer George Fredenberg of Somerset, Mass., has worked closely with Abraham Gebre-Ab, the school librarian, in organizing the library. Volunteers Charles Jones of West Medway, Mass., and Robert Bachmann of Teaneck, N. J., have supplemented the school library with a library in their home comprising the personal books of the eight Volunteers. This Peace Corps library is open on weekends and at other times when the school library is closed. Commenting on the efforts of the Volunteers, the school director, Ato Daniel Gamachu, said, "I appreciate this invaluable gesture beyond the call of duty on your group's part. I would like to extend my heartfelt gratitude to each and everyone of your group."

Meeting People

The Volunteers in Yirgalem—who do not consider such work beyond the call of their duty—find that working in the library offers an excellent opportunity to talk to students and to the townspeople who often visit. Dennis Fox of Philadelphia, Pa., tells of a visitor who asked, "Are you a Russian? You look just as I always imagined a Russian would look." Dennis said that no, he was an American, but then, to counter the visitor's disappointment, he said: "Well, I guess I am a Russian—a Russian-American—because my mother and father came from Russia."

Peace Corps Volunteers in Ethiopia would, then, emphasize that the combination of teaching and community work offers them their real stimulation and excitement. The two aspects of Volunteer activity complement each other. The teachers in Mekele would not give up their work in the laboratory and wards of their town's new hospital, nor would Paul Tsongas (Lowell, Mass.) give up the building of footbridges with his students in the town of Ghion.

No, it's not all teaching. Involvement in the life processes of Ethiopia only begins in the classroom. It never ends.

Welcoming Volunteers, His Imperial Majesty Haile Selassie I said: "You have come to Ethiopia compelled by the course of humanity and peace. Your work will be to help eliminate ignorance which in itself helps bring peace and understanding. * * * We are eagerly looking forward to see the fruits of your endeavors."

UP FOR THE TAP goes Volunteer Keith Bravinder of Long Beach, Cal., as Volunteers meet in Addis Ababa YMCA in basketball, a popular sport in Ethiopia. Peace Corps players—in T-shirts—are Tom Cutler (left), Darien, Conn.; Tim Bodman, Leonia, N.J., and Dan Nicholson, Lamar, Col.

In Memoriam: Kebede's Son

Volunteer Paul Reagan of Massena, N. Y., teaches geography, history, and English in Nazareth, a town 60 miles from Addis Ababa.

By Paul Reagan

Perhaps after what happened today, the comforting thought that I can sample a bit of everything life has to offer here in Ethiopia will be a little less comforting. Time will blur the details of the story, but the "intangible" feeling of loss of self-respect will linger on, like an unpleasant taste, to be sharply renewed when I least suspect it. Yet I'm sure Kebede would have no idea of what his sorrow meant *to me*, or would he?

I met my friend, Kebede, as he was walking along the street, more or less occupied in conversation with a friend. When I spoke to him, he stepped over to me and we shook hands, as is the custom here. We talked about school and when it would begin. Then I tapped him on the head, which was newly shaved, and asked him who had cut his hair off. For a moment there was a question in his eyes; then he said in a low voice that his second child had died.

The statement startled me, but I managed to ask him if head-shaving was the custom of all who suffered a loss. No, the custom was an old one, but the younger people no longer observed it much. How old was your son, I asked, trying to recover from my shame. (Shouldn't I have known that in this society a mourner shaves his head?)

Kebede's eyes were visibly moist now, and his gaze wandered off as he told me the boy was younger than 2, and had been sick a long time. I was silent. Then he told me that the child had laughed and played just the day before he died and had filled the house with joy, for the child was always happy. Again we shook hands, and I expressed sorrow to Kebede, and he went off.

On my way home the impact of Kebede's tragedy and the shallowness of my gesture made me sick and angry. I began to wonder at how calmly he had told me his son had died and how he had tried to protect me from the embarrassment of my stupidity by trying to change the subject.

The prime question, it seemed to me, had to be asked again: why did I come here? But I had to discount the major reasons, which dealt with uplifting and with learning about the society of these people, for Kebede was more than a member of society here; he was my friend.

The notes I have compiled about the people I've met are no longer fitting. They lack the sound of human life, of how man encounters life as man. They must tell of more than a social scheme emotionally empty; they must carry more than a message only half true.

Why City Stations?

By Dick Sharpe

Volunteer Dick Sharpe of Hartford, Conn., is teaching English at a secondary school in Addis Ababa. He is the editor of the Ethiopia project's newsletter and has set up at his school a student council, based on a model Constitution. Copies may be obtained by writing Dick; Peace Corps, Box 1096, Addis Ababa.

Throughout the world Peace Corps Volunteers ask, "Why must we be stationed in the city?" Whether in Lagos, Kabul, or Manila, Volunteers seem to feel that assignment to a city post means that they are being deprived of their usefulness or being denied the opportunity for identifying with the people. Some Volunteers in the Ethiopia project went so far as to call Addis Ababa, the capital city, and Asmara, the second-largest city, "hardship posts."

It is true that, as the months have passed, Volunteers in both places have discovered that being a Volunteer in a city involves a more active search for meaningful relationships and work than is required by one in the country. Few of the city slickers, however, would now consider theirs as hardship posts. Why this turnabout?

Addis is not only the political center of Ethiopia but also the cultural, commercial and educational center of the Empire. Most significant activity takes place in or emanates from Addis. This city of almost 400,000 people contains 12 of the 35 secondary schools in the Empire; about 40 per cent of the secondary students; well over three-quarters of the Ethiopian college graduates; the country's only sizable auditorium; and Africa Hall, seat of the United Nations Economic Commission for Africa.

To the newcomer, Addis is a vast, sprawling village dotted here and there by houses of the wealthy and sometimes by palatial government buildings. It is a city of market places, of squat *chika* (mud, straw, and dung) houses with corrugated roofs. To the arriving Volunteer, it seems an unfriendly hodgepodge of humanity. But much is discovered with time. . . .

Asmara is a complex city of many faces, even for Africa. Within a population of 120,000 thrive a half-dozen races, even more languages, and three major religions: Ethiopian Coptic, Roman Catholic, and Muslim. The city is a vivid contrast between modern Europe and ancient Africa, for there is a large Italian settlement left from the days of Italy's colonization of Eritrea. The effect of this mixing of cultures is profound. On a short walk you can pass from the traditional small, crowded, stone houses of the native Tigrinyans to huge, gleaming, modern apartment complexes.

Because of this mixing of cultures, Asmara is a fascinatingly difficult place for the newcomer. With a large and influential Italian and American (from the U.S. Army's Kagnew Station) population, the people show a strong Western influence and form an interesting study in tradition erosion and cultural conflicts. But these Western communities of people have make awkward the absorption of the Peace Corps Volunteer into the life of the city. It is harder to fraternize with a people, especially the youth, that has learned too well the infinite cynicism and suspicion of the modern Western city-dweller. Along with its material benefits, then, westernization has brought cultural and social problems.

At first, a young American Volunteer does not know where to turn. Since he is not eagerly welcomed by the Tigrinyans, who may feel that he is just another "Johnny" from the Army, perhaps he should befriend his fellow countrymen at Kagnew Station. But much is discovered by the Volunteer with the passage of time. . . .

Time proves to Volunteer Barbara Olsen (Edina, Minn.) that there is a young girl who wears only a smile and a shredded rag for warmth. She lives behind the market place in Asmara. Barbara quietly measures the size of the thin body and takes Letta (for that is the child's name) a dress.

In return, the young girl learns that the stranger from America is no longer a stranger. Barbara does not talk much of her by-now busy dressmaking campaign, and she may be upset to see her name here. But Barbara does not live in an unfriendly city; she has many friends.

Time proves that there are many friends to be had if a stranger seeks them out. They are found in the cities' schools, where the students eagerly grasp for the comradeship of the friendly *ferengie* (the name for every foreigner; it is derived from *French*, the first foreigners here) who does not go home after school. Friends are found in the "Peace Corpse" homes, where the students may borrow books or merely talk. They are found through the work of preparing and presenting the Christmas concert in Haile Selassie I Auditorium in Addis Ababa.

Barbara Fontaine (North Smithfield, R.I.) finds friends at the Princess Tsehai Hospital in Addis when she works in the laboratory during her free hours. Nancy Guillet of Shaker Heights, O., finds friends when she goes to the Blind School in Addis to read to children.

Perhaps there is hesitation by the Tigrinyans to accept these other Americans who have come to Asmara. But can one reject a teacher who will spend this time after school with the basketball team or with the student council? Can the ninth-grade class reject the warmth of the American's picnic invitation?

And in Addis Ababa, can the Amharas and the Gallas, or the Wollamos and the Tigres, or the Gurages and the Gambellas be cold to the strangers who smilingly offer to erect streets signs? And won't a Volunteer make friends as he climbs a ladder in the center of the city to fit a new street sign on a light pole? Many friends will be made by the time that 5000 signs, donated by American companies, are put into place by Volunteers in this city that never before has had street signs.

[The steel blanks for the signs and 20 gallons of black enamel for stencilling were shipped aboard the *Exemplar* from New York on Mar. 7 and will arrive in Djibouti, French Somaliland, about Mar. 31 for shipment overland to Ethiopia. A package of 10 signs was sent by air for test and planning purposes].

How can one be a stranger to the recent college graduate who wants so much to discuss the problems of his country with the young teacher from the States over a meal of *ingera* and *wat*—the spicy food of the country—in his Ethiopian home?

The sprawling hodge-podge becomes ordered and takes on the warm breath of humanity. The hesitation of hosts disappears and the isolation of the newcomer quickly passes by. The days become filled with the ceaseless and meaningful activity of compounded friendships, and there is no loneliness; there is no hardship. There is only the feeling that the city is home.

CAPTURED INSECT interests Volunteer Dick Stringer and Boy Scout Nurhussein Reje during a campout near Mekele. Dick, of Manlius, N.Y., is one of several Volunteers active in Scouting.

More Opportunities for Returning Volunteers

Since the last issue of THE PEACE CORPS VOLUNTEER, the Division of Volunteer Support has received notice of additional opportunities for returning Volunteers.

Fellowships and Scholarships

Ohio University is setting aside a number of graduate assistantships in all fields for returning Volunteers. The university has extended the application deadline for Volunteers to June 1. Apply to Dean Donald R. Clippenger, Graduate College, Ohio University, Athens, O.

New York and New Jersey Schools of Social Work urge returning Volunteers to apply. Seven of the nine institutions are setting aside special tuition scholarships for Volunteers desiring to prepare for careers in the fields of social work and social welfare.

In the list following, the number of scholarships offered by the seven schools are indicated within the parentheses. Interested Volunteeers should write to the deans of the schools of social work of:

Syracuse University (1)
Syracuse 10, N. Y.

Rutgers—The State University (1)
New Brunswick, N. J.

Adelphi College (1)
Garden City, N. Y.

Columbia University, New York (2)
School of Social Work
Fifth Ave. and 91st St.
New York 28, N. Y.

Fordham University (2)
Fordham Road
Bronx
New York 58, N. Y.

Hunter College (1)
695 Park Ave.
New York 21, N. Y.

New York University (1)
Washington Square
New York 3, N. Y.

University of Buffalo
3435 Main St.
Buffalo 14, N. Y.

Yeshiva University
Amsterdam Ave. and 186th St.
New York 33, N. Y.

Arizona State University's Indian Education Center has reserved two graduate assistantships, leading to a master's or a doctor's degree, for returning Volunteers. The assistantships include a waiver of out-of-state tuition and a stipend of about $2000 per year. The assistantships are for Volunteers interested in working with the American Indians, and areas of specialization may be in community development, social work, adult education, or elementary and secondary education. Apply to Dr. Robert A. Roessel, Director, Indian Education Center, Arizona State University, Tempe, Ariz.

The School of Advanced International Studies of Johns Hopkins University will provide up to two fellowships for qualified returning Volunteers. The fellowships are for study towards a master's or doctor's degree in international relations, with area specialization and intensive foreign language training. The principal fields of study are international economics, international law and organization, and American and European diplomatic history. Area programs are available on Latin America, Africa, Southeast Asia, the Far East, the Middle East, the Soviet Union and Europe. A branch of the School of Advanced International Studies in Bologna, Italy, prepares students in the field of European studies. Volunteers should write to Mrs. Miriam de Grazia, Registrar, School of Advanced International Studies, Johns Hopkins University, 1906 Florida Ave. N. W., Washington 9, D. C.

University of Oklahoma, Department of Sanitary Science and Public Health, is setting aside a limited number of fellowships for Volunteers. Applicants must have a bachelor's degree, and preference will be given to those who have had training in agriculture, education, engineering, or arts and sciences and can work on a fifth-year or professional program leading to a master's degree. Advanced standing can be given to Volunteers whose Peace Corps training programs have been in the field of public health and sanitation. Apply to Dr. George Reid, Chairman, Department of Sanitary Science and Public Health, University of Oklahoma, Norman, Okla.

In addition, graduate assistantships are available to returning Volunteers in a wide variety of fields throughout the university. There are also appointments available as graduate counselors in residential halls. Volunteers should apply by Apr. 15 to the Peace Corps Assistance Program, Dean of Admission and Registrar, University of Oklahoma, Norman, Okla.

Yale University, in addition to the fellowships announced in the February issue of THE VOLUNTEER, is setting aside several scholarships at the Yale Law School and the Yale School of Nursing for qualified Volunteers. The law school will consider Peace Corps applicants after the stated May 1 deadline as long as space is available. Applicants are required to have taken the Law School Admission Test. Interested Volunteers should apply immediately to the Registrar, Yale Law School, 127 Wall St., New Haven, Conn.

The nursing school will waive its stated May 1 application deadline and consider Peace Corps candidates for admission and financial assistance until August. The school offers a program of research and studies in nursing leading to the M.S.N. (master of science in nursing) and Ph.D. degrees. A bachelor's degree and graduation from a school of nursing are required for admission. Volunteers should write to the Registrar, Yale University School of Nursing, 310 Cedar Street, New Haven 11, Conn. Application materials will be air-mailed to the Volunteer.

Indiana University is setting aside five fellowships and one assistantship for returning Peace Corps Volunteers. The stipend for each of the six grants is $2000. Two of the fellowships are in the Research Center for International Development, and three are available for any field of graduate study. The Government Department is setting aside one graduate assistantship for returning Volunteers. Apply to Dean John W. Ashton, Graduate School, Indiana University, Bloomington, Ind.

Teaching

New Haven, Conn., school system wants returning Volunteers for teaching positions at all grade levels. The New Haven school system has received a Ford Foundation grant to develop a comprehensive program for children and adults and particularly for those segments of the urban population in culturally deprived neighborhoods. Volunteers who do not now meet the full certification requirements will be given a temporary permit for elementary teaching and also for secondary teaching in such subjects as English, mathematics, and science. Full certification requirements can be met over a reasonable period of time. While the need is primarily for teachers, there are also opportunities for persons with background in social work.

Write to Laurence G. Paquin, Superintendent of Schools, Hall of Records, 200 Orange St., New Haven, Conn.

Other Opportunities

United Neighborhood Houses of New York would like to attract returning Volunteers to work on their delinquency-prevention projects. There are positions for up to five returning Volunteers.

Under the United Neighborhood Houses, a demonstration project in delinquency prevention with seven-to-12-year-old boys and girls, is being conducted by nine settlements in high-delinquency neighborhoods.

A team of three to four social workers will be added to each settlement staff. Each team will work in consultation with settlement staff and other com-

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Tunisia

(Continued from page 7)

hardt (Central Valley, N.Y.) have begun an intensive intramural program at Zaghouan in handball, basketball, volleyball, and table tennis. John Kern (Iowa City, Iowa) is a source of wonder to the old-timers in track and field at Le Kef, for he has rapidly developed remarkably strong cross-country runners.

During the Christmas vacation, 11 of us travelled 600 miles on a barnstorming tour in two cars to demonstrate basketball techniques in six Bourguiba villages. We described shooting, passing, dribbling, and basic defenses, then divided ourselves into two teams for a game.

For many of the boys in the villages, this was their first basketball game. We had a time deciding how we should divide ourselves. One group suggested that the good men should play on one team, in order to give the students an idea of what a good team could do. The other group wanted to divide the talent, on grounds that what the boys really wanted to see was a closely matched game.

The division-of-talent idea predominated, and its advocates had reason to be proud. Bob Butts (Huntington Station, N.Y.) was clipped in the mouth, Dave Noack twisted his ankle, and Jerry Fite (Dadeville, Mo.) broke his nose. The kids loved it. Someone suggested that we call ourselves "the Peace Trotters," but our violence betrayed us.

On Sundays, many of us play for the local basketball team in the civilian league. Geri Dailey, a woman physical education instructor from Warren, O., has become one of the outstanding members of the senior men's team at Mellegue. Initially, because she is a woman, her opponents were reluctant to guard her. They seem to have overcome this, however, for she has been fouled more and more lately.

Of course, there have been problems, too, for the Volunteers. Some instructors were assigned where there was little need for them; others found it difficult at the outset to translate their ideas on physical education into a working parallel with the wishes of their Tunisian coworkers. Most of these problems have been taken care of; the few that remain are receiving close attention.

Meanwhile, those who, considering the general flatness of Tunisia, discovered no great inspiration in the saying, "If the hill will not go to Mahomet, Mahomet will go to the hill," found some encouragement in a recent speech by President Bourguiba. Speaking to his countrymen on the anniversary of his release from a French prison, he expounded an idea with a familiar ring to it. "It's time this country started moving forward," he said.

Opportunities for Volunteers

(Continued from page 23)

munity workers from the schools, churches, police, and other agencies.

In addition, there are 8-10 staff positions at the settlement houses for returning Volunteers.

Apply to Herbert H. Leibowitz, National Federation of Settlements and Neighborhood Centers, 226 W. 47th St., New York 36, N. Y.

Chicago Federation of Settlements and Neighborhood Centers, in conjunction with nearby colleges and universities, is developing CHALLENGE, a work, study, and scholarship program especially for returning Peace Corps Volunteers. CHALLENGE will develop opportunities for Volunteers to pursue undergraduate or graduate-degree programs in social welfare while working and using present skills in depressed Chicago neighborhoods. CHALLENGE is designed specifically for persons who can face the problem of high unemployment, overcrowded housing, racial tension, and high-school dropouts. Apply to CHALLENGE, Room, 1114, 127 N. Dearborn St., Chicago, Ill.

Foreign Policy Assn. is interested in qualified returning Peace Corps Volunteers for a limited number of positions on its own staff (either in its headquarters or in one of its regional offices) and on the staff of other organizations with which it works in education in world affairs.

Preference will be given to Volunteers who have had considerable college preparation in international affairs and to those who have also had community relations-type experience within the United States prior to Peace Corps service.

Interested Volunteers should send an outline of their training and experience to Edward A. Macy, Director of Personnel and Administration, Foreign Policy Assn., 345 E. 46th St., New York 17, N. Y.

E. I. du Pont de Nemours & Co. has expressed special interest in returning Volunteers who seek to enter private industry.

Opportunities exist at 100 locations across the country for engineers, scientists, and nontechnical graduates. A bachelor's, master's, or doctor's degree is required. Experience is desirable but not necessary.

Write to Paul B. Lewis, Personnel Division, E. I. du Pont de Nemours & Co., Wilmington, Del.

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